

LEARNING TALENTS



ALL LEVELS

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Learners at St Paul's can ...

Be strategic e.g.

- use research
- organise themselves and equipment
- plan
- reflect
- know themselves as learners

***Personal Organisation and Research
Self Awareness and Planning***

Be sociable e.g.

- live in a Christian way
- be a good citizen
- work with others well
- know when to work on your own
- pick up good learning habits from others

***Collaboration
Care and Concern for Others***



Be cognitive e.g.

- see 'the big picture'
- make judgements with good reasons
- ask questions
- make links
- imagine
- create logical arguments
- use evidence

***Thinking, Evaluation and Critical
Judgement
Creativity***

Be emotional e.g.

- respond in depth and detail
- try new things
- have a 'can do approach'
- focus on the task
- take risks
- manage distractions
- notice details
- learn from mistakes and failures
- are not put off by being stuck

***Absorption, Perseverance and
Taking Risks
Sustained Response***

The Strategic Learner

Personal Organisation and Research

Level 1

You accept help to organise yourself and meet deadlines. You use the resources given by the teacher and listen to the advice on what to do next or where to find information. You are able to talk or write about key points in your lessons.

Level 2

You sometimes need help to organise yourself and meet deadlines but you are beginning to plan your time for yourself. You can suggest the next stages of a task. You are mostly equipped for lessons and can make some choices in how to present your work. You can find information and use it to answer questions.

Level 3

You rarely need help to organise yourself. You can sometimes plan your time to meet deadlines. You can think ahead and write a 'to do' list. Most of the time you have your equipment and you can present your work well. You can read on your own and understand the main points of what you have read. With help you can use the alphabet to find books and information. You are beginning to know which bits of information are useful to your learning. You can use information from simple tables and lists.

Level 4

You can organise yourself and you meet most deadlines. You rarely lack equipment for lessons and work is clearly and well presented. You can learn from a range of texts and sources of information and understand key points, themes or events. You are beginning to understand what 'sub-text' is. You can refer to texts in your learning and you can find information on your own. You can combine information from different places and understand the difference between 'primary' and 'secondary' sources. You recognise when a source is 'fair' and 'reliable'. You can collect data and record it using a frequency table. You can draw and explain simple line graphs.

Level 5

You complete your work on time and present it in an appropriate way. You can collect relevant information for a task and write a step by step plan. You are always equipped for lessons. You can select essential points from information and understand the skills of 'inference' and 'deduction'. You select relevant information to support your views and make believable conclusions. You can collect and gather information independently. You can comment on whether information is reliable or biased. You can interpret graphs and diagrams and use them in your learning.

Level 6

You are always prepared and fully equipped for lessons. You select ways of working that suit you as a learner. You can take ideas from different sources and sum them up. You can comment on the value of a source depending on its origin. You are able to be critical when using sources. You can carry out research or an investigation in a way that meets the suggested outcome. You can interpret frequency diagrams and draw conclusions from scatter diagrams.

Level 7

You organise yourself effectively. Your work suits audience and purpose. You prepare for lessons in advance. You can select and synthesise a range of information from a variety of sources. You can use sources as part of an enquiry or an argument. You can compare sources for reliability. You can follow lines of an enquiry or an investigation on your own. You can make critical use of sources. You can sometimes reach weighty conclusions on your own. You can test a hypothesis by designing and using appropriate methods and take account of bias.

Level 8

You are increasingly confident in organising yourself effectively. You have the ability to plan your time well so deadlines are met. You identify audience and purpose before starting a task. You are committed to preparing for lessons. You can select and analyse information and ideas and comment on how these are conveyed in different texts. You can integrate sources into an enquiry or an argument and fully understand sources in terms of provenance and reliability. You draw on your knowledge and understanding to plan a range of strategies to use to develop ideas, construct explanations, or conduct an investigation. When handling data you can estimate the median and interquartile range and use these to compare distributions and make inferences.

Level 9

You are confident in your ability to organise yourself effectively. You are committed to planning your time and prioritising tasks and you are willing to seek help when required. You show a high level of commitment to lesson preparation. You are able to make appropriate and careful comparisons between texts and sources, including consideration of audience, purpose and form. You are able to identify and analyse arguments, opinions and alternative interpretations, and can make appropriate cross-references. You can evaluate sources in terms of reliability and can use them critically to carry out enquiries. You understand how different methods of sampling and different sample sizes may affect the reliability of conclusions. You are able to select and justify a sample and method to investigate a population.

Level 10

You are fully motivated in planning your time effectively and are confident in your ability to prioritise tasks. You are willing to supplement directed work with additional research and reading. When difficulties arise you are becoming increasingly able to determine resolutions yourself but you are confident enough to seek help as required. You respond to material cogently and critically, and make subtle and discriminating comparisons within and between texts or sources. You are able to research in a systematic way and this leads you to produce sustained, substantiated and balanced arguments, hypotheses and conclusions. You consult a range of sources and you use them to provide a context for investigation and to assist with planning or informing the interpretation of results. You are able to use one method for collecting data and you are aware of the problems of collecting relevant data and the need to avoid bias.

Level 11

You are highly motivated in planning your time effectively, prioritising tasks and fully supplementing directed tasks with additional research and reading. You are imaginative in your approach to seeking resolutions to areas of difficulty or challenge. Your work is always presented in a highly effective way, demonstrating a high level of originality and flair. You produce cogent and illustrated research with identification and referencing of most sources used. You are able to respond to texts using some linguistic concepts and approaches. You can evaluate and synthesise information and ideas from a relevant range of source material, placing sources in context in order to construct clear explanations, substantiate arguments, draw

conclusions or inform the interpretation of results. You have some understanding of the difficulties of data collection and make some attempts to overcome them. You can describe your methods of data collection and you are able to comment on factors affecting the collection that you undertake.

Level 12

You are consistently motivated and can plan your time effectively. You are able to rigorously prioritise tasks and you undertake supplementary research and reading with enthusiasm and diligence. You are inventive in your approach to seeking resolutions to areas of difficulty or challenge. You produce proficient and appropriately illustrated research and can demonstrate your use of a range of primary and secondary sources with clear identification and referencing of sources used. You are able to comment effectively on the provenance of a source in terms of its nature, origins and purpose, and how this affects its reliability. You are able to respond to texts using varied linguistic concepts and approaches. You are able to consult several relevant sources to provide a context and assist with your investigation and interpretation of results. You have a good understanding of the difficulties of data collection and you make some attempts to overcome these issues. You are able to collect suitable data and your methods, including sampling, are explained.

Level 13

Your planning of your individual time and work is outstanding. Your commitment to supplementary research and wider reading is exemplary and you can prioritise tasks effectively. You are exceptionally skilful at determining imaginative resolutions to difficulties or challenges. You produce detailed, thorough and well-illustrated research with clear and accurate identification and referencing of sources used. You can read in a close, intelligent way and have a clear conceptual grasp of variations in form and meaning. You can extract, evaluate and synthesise information, ideas and attitudes from a range of source material, placing them in context and integrating them effectively into coherent arguments and explanations. You can select resources in addition to those suggested by your teacher. You are able to select relevant material when researching and it is used effectively to provide context, assist with planning an investigation or to inform arguments, conclusions or interpretation of results. You understand the difficulties of data collection and you attempt to overcome them. You collect relevant and adequate data and you can justify your methods of data collection.

Self Awareness and Planning

Level 1

You can talk to your teacher about what you've done well. You listen to advice about how to improve your learning.

Level 2

You can find out what you've done well and talk to your teacher about it. You can talk about areas you need to improve.

Level 3

You can find what you need to improve in your work and share this with your teacher. Together you can plan what to do next. You can think about key ideas and are open about changing them if needed.

Level 4

You can find what you need to improve in terms of skills as well as content in your work. You can suggest ways you could improve and write a step by step plan to achieve this. You can identify key features of learning materials. You can reflect on your ideas and change them if needed.

Level 5

You are aware of your preferred learning style and can organise tasks like revision to suit you. You are beginning to identify aspects of your learning skills and work that need improvement without help from teachers. You can write and follow a plan to improve your learning. You understand and can use the skill of distilling. When required you can revise your ideas.

Level 6

You can identify independently what you need to improve your learning and set targets for yourself. You can create a plan to meet targets drawing on the help of others if necessary. You select a way of working that suits you. You can distil significant learning points and use them to revise or change your ideas.

Level 7

You are able to identify specific and detailed actions to improve your learning in discussion with your teachers. You can change a plan breaking it down into smaller, more manageable tasks. You know when to ask the help and advice of others. You can select ways in which to learn. You are able to distil out key issues and themes from your learning. You are beginning to reflect on your learning without prompting.

Level 8

You show a sustained interest in identifying your own targets for development and can select independently appropriate actions for improvement. You can plan to break down a multi-stage task into a series of time allocated steps. You can change these plans as necessary. You can select how you learn best without prompting. You can distil your learning by sifting it for key issues and themes and reframe it for others. Reflection is a natural part of your learning process.

Level 9

You are keen to identify personal targets and can determine appropriate actions to meet them independently. You appreciate that there is a range of different strategies that can be used to carry out a multi-staged task. You are able to justify why you have selected a particular approach. You have a secure understanding of how you learn and you can adapt independently tasks and methods of learning to suit your own needs. You are beginning to take a lead in distilling out learning by sifting it for key issues and themes, and you are able to reframe it for others. You are beginning to contribute revising and reflecting skills as part of the learning of the whole class.

Level 10

You are developing a mature ability to identify specific targets and can determine appropriate actions to advance your skills. You adopt a confident approach and you can justify to others why a particular course of action is required. You are prepared to take risks and can be flexible in order to achieve success. Your outcomes are often presented in an original way, demonstrating an increasingly inventive approach to manipulating tasks according to the way you learn best. You take a lead in distilling your learning by sifting it for key issues and themes and you can reframe it for the class. You can contribute revising and reflecting skills as part of the learning of the whole class.

Level 11

You are highly motivated in your determination to improve your learning and you are increasingly intuitive in your ability to identify specific targets and key actions. You are able to analyse a range of different strategies that can be used to carry out an unstructured task and you can justify why you have selected a particular task above another. You are inventive in your approach to manipulating tasks and outcomes according to how you learn best. You are able to reflect on yourself and the world around you, distilling potential issues and planning creative and imaginative solutions. You are beginning to encourage others to revise and reflect on their learning.

Level 12

You demonstrate an extremely high level of intuition when considering the process of your learning. You are committed to the development of your learning. You are able to evaluate a range of different strategies that can be used to carry out an unstructured task. Your work is presented in a range of sophisticated ways, demonstrating an inspired approach to manipulating tasks and outcomes according to how you learn best. You have a sophisticated ability in reflecting on yourself and the world around you, distilling potential issues and planning creative, imaginative and flexible solutions. You encourage others to revise and reflect on their learning. You understand that assumptions can be wrong and you can refine your learning accordingly.

Level 13

You demonstrate an exceptional understanding of your own learning and regularly create and review your targets and actions for improvement. You can use a range of concepts and knowledge from across the curriculum in order to devise effective plans and evaluate success. You know when to take risks when presenting your work and you demonstrate a high level of insight when modifying tasks and approaches to suit how you learn best. You show an exceptional ability to reflect on yourself and the world around you, distilling potential issues and planning creative, imaginative and flexible solutions. You lead others in revising and reflecting on their learning. You understand the complex issues surrounding assumptions and you can refine your learning accordingly.

The Social Learner

Collaboration

Level 1

You can talk to other people about things that interest you. You can take turns in talking and listening. You can keep up a conversation. You can give your opinion.

Level 2

You can talk about topics in an interesting way. You take turns in talking and listening and can comment on what other people have said.

Level 3

You can share your opinions, solve problems and talk about choices. You know not everyone will agree with you and are happy to listen to different points of view. You can think about why you are speaking and how to talk to different people. You can learn by following what others are doing.

Level 4

You show responsibility when working with others and with support can take on a clear role in group work. You show that you understand and accept others' points of view. You can explain your own beliefs, views, experiences and opinions. You listen very well to others whose view is different from yours and use others' ideas in your answers. You are beginning to compare others' views with your own. You are beginning to choose the best ways of communicating ideas because you understand the ideas of 'purpose' and 'audience'. You speak clearly and make useful contributions to class discussions. You sometimes choose to model yourself on others in a positive way.

Level 5

You ask questions when working with others. In group work you choose a role independently from a range of roles offered. You can explain your own beliefs, views, opinions and experiences in detail. You understand what being an 'active' listener is. You give answers to questions using your own standpoint and that of others. You are confident in delivering your ideas and adapting how you talk for different audiences. You understand why it is important at times to imitate others.

Level 6

You can analyse ideas and create questions to contribute to learning when working in a group. You understand yourself as a learner and define the role you wish to play in collaborative work. You model responsible behaviour and can reflect on how group work contributed to learning. You are sensitive to the views and needs of others. You can listen to others and pass on their views when required, comparing their standpoint with your own. You are confident in communicating in a range of situations, changing your style to suit particular purposes and audiences. You form clear, reasoned opinions, and can share them with others. You are beginning to challenge others' thinking and manage discussion activities well. You engage well in listening and make significant contributions to class discussion. You can reflect on whether imitation of others' learning habits has been successful or not.

Level 7

You are confident in leading a small group. You take part in formal debates and you take responsibility for your well-being and the well-being of others. You are able to negotiate, decide and take part responsibly in collaborative activities. You can reflect on your contribution in a critical way. You can explain viewpoints different from your own and give reasons for and against different standpoints. You share your opinions articulately and can support your views with relevant evidence. You listen attentively and can analyse others' comments. You respond with confidence and clarity, keen to respond in a variety of situations. You can reflect critically on your success in imitating others.

Level 8

You can lead whole class activities. You can negotiate, decide and participate at a high level in collaborative activities. You can evaluate various standpoints giving detailed accounts about why these beliefs, views, experiences and opinions may be held. You are confident in speaking purposefully in a range of complex situations. You make challenging and probing contributions to collaborative activities and can structure and organise points to make an impact on the audience. You are an active listener, able to develop significant points and respond to the views of others in an appropriate way. You begin to act as a model for others.

Level 9

You are beginning to demonstrate empathy when collaborating with others. You can evaluate different standpoints, giving perceptive accounts about why these beliefs, views, experiences and opinions may be held. You are proficient at communicating in a wide variety of situations and can use different ways to initiate, develop and shape discussion, encouraging others to participate. You are able to communicate challenging material and can involve your listeners skilfully. You are able to articulate and analyse complex ideas, opinions and information. When you are listening to others, you are able to synthesise essential points and resolve outcomes. You can be relied on to act as a model for others.

Year 10

You are empathetic when considering the well-being and needs of others. You are able to use language in a perceptive and sensitive way. You demonstrate an advanced ability in handling a wide range of roles and you adapt readily to suit both task and audience. You can communicate complex content and manage listeners' attention through sophisticated styles of delivery. You are able to make thought-provoking contributions through powerful expression and command of the situation. You have highly advanced listening skills and you can apply and cross-reference ideas and respond to the views of others in a sensitive and assured way. You are beginning to imitate the learning habits of other people outside the classroom in order to develop your own skills set.

Year 11

You are beginning to demonstrate responsibility for your own well-being and the well-being of others, even when it requires personal commitment and effort. You have accomplished communication skills and can manipulate language in a dynamic and influential way. You are highly skilled in modifying your style of delivery to suit the needs of both audience and purpose. You are able to manage collaborative situations and challenging subject matter extremely effectively. You are able to listen perceptively to the comments made by others, synthesising pertinent points and then making influential and authoritative contributions in response. You can imitate the learning habits of other people outside the classroom in order to develop your own skills set.

Level 12

You demonstrate responsibility for your own well-being and that of others even when it requires significant personal commitment, effort and sometimes, cost. You have developed sophisticated skills in communicating with others. You are able to manipulate language with ease, identifying priorities and needs so that you can make a sensitive adaptation in your style of delivery. You demonstrate a high level of maturity in your approach to discussion activities. You can sensitively articulate complex views, challenging material and powerful contributions. You demonstrate sophistication in your listening skills so that information is readily assimilated and processed. Your responses are perceptive and engaging. Your learning habits begin to become a resource for other pupils to imitate.

Level 13

You model leadership when working collaboratively, even if it involves personal cost and sacrifice. When working collaboratively you have an exceptional command of language and you can communicate in a mature and assured way. You show originality and flair in your ability to share opinions, and your ideas are often expressed with subtlety. You have an exceptional ability to manage talk, often prompting sophisticated responses in others. You are able to make inventive use of a range of appropriate techniques to direct the response of the audience. Your active listening skills are exceptional and you are able to respond in a powerful and dynamic way. Your learning habits are a resource for other pupils to imitate.

Care and Concern for Others

Level 1

You can talk about your feelings. You know what is important to other people. You know what is important in school.

Level 2

You are aware of how others feel. You can say what you think is right and wrong but listen if others have different ideas. You know how important it is to be kind to other people.

Level 3

You understand that St Paul's is a Christian school and with support you can help others. You are aware of different lifestyles.

Level 4

You understand that being at St Paul's means that we should love, serve and forgive others. When given opportunities you will help others. You know that there are other cultures in the world and can describe parts of another culture.

Level 5

You show in your actions and words that you are able to love, serve and forgive others. You help others when you can. You recognise and respect the outward signs and behaviour of other cultures.

Level 6

You seek ways to show that you love, serve and forgive others. You think about your own and others' well-being and are willing to help those in need. You can recognise similarities in different cultures.

Level 7

You choose to contribute to the school community and your behaviour shows you understand the ethos of the school. You begin to recognise that you should put the needs of others before your own. You use your knowledge about different cultures to communicate sensitively with others.

Level 8

You are beginning to reflect on your role within the school community and can recognise yourself in relation to the lives of others. You recognise that you should put the needs of others before yourself. You appreciate how you can contribute to the community and how you can make choices informed by Christian principles. You understand the reasons why people have particular cultural practices and lifestyles. You can explain how similar ideas are expressed differently in different cultures.

Level 9

You can analyse behaviour and choices and consider their impact upon the well-being of others as well as yourself. You are becoming a role model of service within the school community. You begin to make a connection between learning about injustice and the need to be actively involved with ways of tackling it. You understand that culture is not fixed and that it may change and adapt in different situations and times. You understand how cultural expression in art, literature and music might reflect a particular time or situation.

Level 10

You are a recognisable role model of service within the school community. Your behaviour often embodies the principles of service, love and commitment, and often demonstrates a desire to do your best. You can make a connection between learning about injustice and the need to be actively involved with ways of tackling it. You are prepared to take action to counter injustice. You are beginning to understand the concept of the common good. You can analyse how people's lives have been affected by beliefs, views, experiences and opinions.

Level 11

You are an established role model for service within the community. You recognise the impact that your actions can have upon the lives of others and you are able to reflect upon these actions within a Christian framework. You begin to demonstrate responsibility for your own well-being and that of others, even when it requires personal commitment and effort. You become engaged with issues of injustice autonomously. You believe in the need to be actively committed to establishing the common good. You can analyse, in depth, how people's lives as individuals or in communities have been affected by beliefs, views, experiences and opinions. You can use your understanding to evaluate the impact of culture on belief, the arts and political situations.

Level 12

You continue to be a role model of service and you increasingly make choices that enhance the Christian community and the lives of others. You are able to contextualise your current and future aspirations and successes within a Christian framework. You are fully committed to, and conversant with, issues which affect the Christian understanding of the common good. You demonstrate leadership when tackling issues of injustice. You can use a wide range of evidence from different cultures to give a detailed analysis of the impact of culture on society.

Level 13

You demonstrate exceptional maturity in terms of the choices and actions that you take and these are firmly grounded in Christian principles. You are an inspiration to others. You demonstrate leadership when tackling issues of injustice even if it involves personal cost and sacrifice. You are fully engaged with the community and establish the common good in the circumstances of your life. You are confident and articulate in addressing issues of injustice. You can interpret, analyse and evaluate a range of evidence relating to cultural beliefs, actions and influences. You are able to think independently about cultures and their impact on society.

The Cognitive Learner

Thinking, Evaluation and Critical Judgement

Level 1

You can answer questions on information given to you. You can put information into order. You can share your views and ask questions. You know what is good in your learning. With help you can collect ideas from different sources or places.

Level 2

You can answer questions on a range of information given to you. You can put information into different groups. You ask good questions about information given. You know what is good in your learning and why. You know that other people may think in a different way from you.

Level 3

You can think about a range of information. You can make links and organise ideas in different ways in your learning. You can share decisions and are beginning to be able to explain why you have reached them. You can compare your learning to others and use these comparisons to improve. You can recognise what is the same and what is different in information and give some reasons for this. You know why collecting data or evidence is important. You know that information can be presented in different ways.

Level 4

You can think about a wide range of information carefully. You can find and collect relevant information. You can link information in a detailed way. You can make some judgements about information and understand sub-text. When prompted, you can ask curious questions. You give clear reasons for actions or decisions. You can judge your work and others' work and check that it means what you want it to mean. You can make conclusions. You are beginning to be able to judge which way of collecting information is best suited to the task.

Level 5

You can use a wide range of information and decide for yourself what is relevant to the task. You can show where links occur and can present theories about why something should be the case. You can give alternative outcomes when prompted. You ask curious questions. You can judge the value of information and decide whether to use it or not. You can use inference and deduction and precise language to explain what you think. You are able to give evidence for your opinions. You can judge the success of your approach to learning and make changes in the future. You are beginning to appreciate different interpretations of events and can draw conclusions based on the evidence.

Level 6

You can collate information from a variety of sources and process it. You are beginning to develop your ideas well, suggesting detailed theories and relationships between different pieces of information. You are more confident in looking for different outcomes and solutions. You ask curious questions which extend your learning. You can make up the criteria by which to judge information. You can analyse information and always use your skills of inference and deduction. You are secure in using precise language to express yourself. You use appropriate reasons or evidence and are able to evaluate sources and the finished product.

Level 7

You can analyse a wide range of information. You can make secure judgements as a result of the collation and synthesis of evidence from a wide variety of sources. You can make specific links between information and can explain relationships using precise language. You can identify alternative outcomes and resolutions. You ask curious questions to extend your own learning. Your evaluation skills are well developed and once judgements are made you can articulate reasons for your decisions. You can evaluate your own work and the work of others, and make decisions about improvements. You can evaluate and use critically a range of sources of information and different responses to investigate issues and draw relevant and plausible conclusions and judgements. You show some ability in evaluating methods used to collect data and carry out work done.

Level 8

You understand the unifying principles underneath particular issues. You can process information in a systematic way, making secure and informed judgements. You are able to formulate detailed hypotheses, predict conclusions and test outcomes. You are able to draw conclusions and make recommendations, supporting decisions with appropriate evidence. You are able to ask curious and mature questions which begin to develop the learning of others. You can evaluate information in an imaginative way and your skills in inference and deduction are highly developed. You can determine the focus of evaluations, articulating similarities and differences in your own and others' work. You can identify a broad range of criteria for evaluating outcomes and can relate your findings to purpose, audience, resources and effectiveness.

Level 9

You have developed proficient skills in critical thinking and appreciate and understand the unifying principles underneath particular issues. You are able to gather and assess relevant information, analysing it in a discerning way. You are able to raise pertinent questions and issues and these are formulated clearly and help the learning of others. You are able to consider solutions to complex problems, both independently and collaboratively. You are able to come to well reasoned conclusions and solutions and can test out such theories against relevant criteria and standards. You are able to think open-mindedly about alternative interpretations and are able to make critical judgements with confidence. You are able to evaluate your own work and the work of others. You evaluate a variety of responses and sources recognising the complexity of issues, weighing up opinions and making reasoned judgements supported by a range of evidence and sustained conclusions. You can evaluate the effectiveness and limitations of strategies employed and the conclusions drawn, and make suggestions for improvements.

Level 10

You have developed advanced skills in critical thinking and you are beginning to reflect on the unifying principles underneath particular issues. You are discriminating in your selection of relevant information and you can analyse it in a perceptive way. You are able to question maturely and precisely and use your insight into key underlying concepts associated with that information. You are able to formulate accurate conclusions and solutions, and are able to realise their significance and context. You are a judicial thinker and can ascertain quickly the main points within alternative systems of thought. You are fully committed to supporting judgements and conclusions with evidence and you are able to make secure judgements about reliability. When complex issues pose significant challenges you are able to process information systematically and synthesise issues. When evaluating sources you are able to provide understanding of the relationship among and between purposes, meaning and the contexts in

which they were produced. You can summarise, synthesise and evaluate ideas, evidence and views from a variety of sources and make logical conclusions that are directly related to the aims and purposes of an enquiry. You can sustain a critical line of argument and justify a point of view.

Level 11

You have developed accomplished skills in critical thinking and questioning and can reflect on the unifying principles underneath particular issues. You are able to conduct a precise and detailed analysis of a range of information, focusing clearly on key issues. You are able to discern whether a question has one right answer, is a matter of opinion or requires reasoning from more than one point of view. You display confidence in analysing personal thinking. You are able to identify your own assumptions and determine whether they are justifiable and how they shape perspective. You are able to examine information and evidence effectively, checking inferences for their consistency with each other. You are confident in tracing implications and consequences that follow from reasoning. You are able to make perceptive judgements based on secure investigative evidence. You respond in an imaginative way to challenges posed by complex issues and you are able to process information and synthesise issues in a highly developed way. You evaluate sources confidently and critically, demonstrating understanding of meaning, purposes and contexts. You articulate connections with the work of others and show how such engagement has informed and influenced your thinking and practice.

Level 12

You have developed sophisticated skills in critical thinking and questioning and you are able to reflect on and disseminate ideas on the unifying principles underlying complex issues. You are able to conduct a systematic analysis of a range of information, identifying key concepts and explaining them clearly. You are able to consider alternative concepts and interpretation presented by different sources. You are able to ascertain the significance of questions posed and can formulate further questions in response to the analysis of information. You demonstrate sophisticated skills in identifying assumptions that lead to inferences and you are confident in assessing how meaning has been created. You have highly developed reasoning skills and you can transfer ideas into carefully considered strategic plans that take into account a range of implications and consequences. When evaluating information and actions, you are able to make sophisticated judgements supported by evidence selected for its significance. You respond to complex challenges in an enthusiastic and objective way and you are able to synthesise critical issues in a systematic way leading to clearly expressed solutions. You demonstrate evidence of individual insight and the ability to evaluate your own work and the work of others with a well-focused approach. You can utilise sources and the work of others to draw original conclusions and make original judgements.

Level 13

You have developed exceptional skills in critical thinking and questioning and you are able to reflect on and disseminate ideas on the unifying principles underlying broad and complex issues. You are able to manage a specific and systematic analysis of a range of information, identifying key concepts and theories, often using abstract ideas to interpret information effectively. You are receptive to a wide range of alternative theories and concepts and you are able to be discerning in making judgements that answer key questions. You also demonstrate flair for formulating further questions posed from your interpretation of critical concepts. You are exceptional in your ability to identify assumptions that lead to inferences and are skilful in analysing new meanings that are created. Your reasoning skills are outstanding and you can readily transfer key lines of investigation and action into carefully considered strategic plans that also respond to predictions for implications and consequences. Your evaluation skills are

exceptional and lead to perceptive and critical judgements that are always supported by evidence that is selected astutely. You respond to complex challenges in a critical and original way, formulating solutions with clarity, precision and flair.

Creativity

Level 1

With support you can explore new areas in your learning.

Level 2

You are happy to explore new areas in your learning. You can borrow ideas from others.

Level 3

You are beginning to use your imagination in your learning and, with help, to try different ideas and ways of doing things.

Level 4

You use your imagination in your approach to learning when prompted. You show curiosity when finding things out. You are able to experiment with and explore new ideas and methods in your learning following suggestions from the teacher.

Level 5

You use your imagination in your approach to learning. You are confident in trying new things and are curious in finding things out. With encouragement you will experiment with different ideas and approaches.

Level 6

You are capable of being creative and imaginative in developing your work. You sometimes show interest in new experiences. When prompted you experiment with and explore new concepts, styles, techniques and materials and you can use them within your work.

Level 7

You are very competent in being creative and approach your work with imagination. You are open to new experiences and curious in developing new ideas. You do not need prompting to experiment with and explore new concepts, styles, techniques and materials and you can use them within your work.

Level 8

You are confident in being creative and use a high level of imagination in your approach to learning. You show sustained interest in experimenting and exploring concepts, styles, techniques and materials using them very effectively within your own work. You are able to view the work of others with increased insight and understanding. You can adopt and modify concepts within your own creative response.

Level 9

You are proficient in your ability to develop your work creatively and have displayed a highly imaginative and inventive approach to your learning. You are open to new experiences and demonstrate a high level of curiosity and interest in developing your ideas in depth. You have shown independence in experimenting and exploring concepts, styles, techniques and materials in your own work. You are able to view the work of others with some insight and understanding and you are able to adopt and modify concepts, employing these to great purpose within your work.

Level 10

You are perceptive and sensitive in the creative development of your work, displaying an imaginative and inventive approach to learning. You have shown a good degree of openness to new experiences, displaying a high level of curiosity and interest in developing your ideas in increasing depth. You are increasingly able to question, wonder and seek original solutions. You have shown sustained interest in experimenting and exploring concepts, styles, techniques and materials. You are able to view the work of others with increasing insight and understanding and you are able to adopt and modify concepts for use within your work.

Level 11

You are beginning to show inspiration and creativity in developing your work and you have displayed an imaginative and inventive approach to learning. At times you have made intuitive leaps in your understanding of your work. You are well motivated and show an openness to new experiences and have displayed a very good level of curiosity in developing your ideas in depth. You are able to question, wonder and seek solutions. You show sustained interest in independently experimenting and exploring concepts, styles, techniques and materials. You are able to view the work of others with great insight and understanding and you are able to adopt and modify concepts for use within your own work.

Level 12

You have shown independence and a sophisticated level of inspiration and creativity in developing your work, displaying a very imaginative, inventive and intuitive approach to learning. You have shown the ability to question and wonder, making hopeful and inspired connections as well as intuitive leaps in the development and understanding of your own knowledge and skills. You are very well motivated and show a strong sense of openness to new experiences, displaying a very high level of curiosity in developing ideas in great depth. Independently you have shown a sustained interest in experimenting and exploring concepts, styles, techniques and materials. You are able to view the work of others with a high level of insight and understanding and you are able to adopt and modify concepts for use within your own work.

Level 13

You have shown independence and an exceptional level of inspiration and creativity in developing your work, consistently displaying a highly imaginative, inventive and intuitive approach to learning. You have constantly shown the ability to question and wonder, making hopeful and inspired connections as well as intuitive leaps in the development and understanding of your own knowledge and skills. You are extremely well motivated and have continually shown openness to new experiences. You have displayed an outstanding level of curiosity in fully developing your ideas in great depth. You have shown a genuine, sustained interest in experimenting and exploring concepts, styles, techniques and materials. You are able to view the work of others with an outstanding level of insight and understanding and are able to adopt and modify concepts.

The Emotional Learner

Absorption, Perseverance and Taking Risks

Level 1

With help you can stay on task.

Level 2

You need less help to stay on task. You listen to advice on how to manage distractions. You are more willing to work on your own when needed.

Level 3

You rarely need help to stay on task. You accept advice happily and will take risks if supported by the teacher. You are beginning to find ways to help yourself.

Level 4

You can stay on task to meet a clear learning goal which has been given to you. You are more willing to take risks. You can find ways to help yourself.

Level 5

You can remain focused on structured tasks for the time necessary to complete them. You ask questions with confidence and pay careful attention to what others say. You can make links to prior learning and notice detail using these to move your learning on. You are open to new experiences and willing to take risks. You are finding an increasing number of ways to help yourself.

Level 6

When studying topics directly you are curious and ask relevant questions. You can make tasks manageable and are able to focus on them until they are completed. You draw on prior experience and learn from other people. You are taking increasing risks in your work. You can identify a variety of ways to help your learning.

Level 7

You take initiative in deciding how to respond to a task. You ask more searching questions in order to make sense of what to do. You are able to sustain focus in order to achieve your goals. You can make independent judgements and decisions, even when some situations are unpredictable. You are beginning to formulate solutions.

Level 8

You take initiative in your learning, making links to prior knowledge and understanding to define, plan and carry out the work set. You are able to notice detail, listen perceptively and adapt ideas to develop your own work. You can sustain your focus over the required period of time and become absorbed in your own learning. You are able to make confident, independent judgements and decisions even when situations are unpredictable. You can formulate solutions.

Level 9

You use imagination and initiative in your learning, showing some flair and originality in interpreting the task set. You are absorbed in your own learning and can discriminate confidently between resources and ideas, adopting those that will best help you achieve your goals. You are able to make independent judgements and decisions following an assessment of potential risk.

Level 10

You use imagination and initiative and you learn from mistakes and failure in your learning. Your level of absorption and engagement in your learning means that you sometimes go beyond the task set. You recognise that your learning fits within a larger picture. You can make links between different learning experiences and follow your own lines of enquiry. You are developing the ability to maintain your focus and sense of perspective throughout. You are willing to speculate and take risks within your learning.

Level 11

You are showing increasing self motivation in organising your learning. You show originality in going beyond the task set. You can ask questions of your learning and follow independently your own lines of enquiry using a range of resources. You maintain your focus and sense of perspective throughout. You are confident and willing to speculate and take risks within your learning.

Level 12

You demonstrate a 'can do' approach. You are self motivated in organising how you learn. You begin to redefine the tasks that you tackle, showing an original approach and moving on from prior experience. You seek challenges and will select your own learning focus. You can identify and use appropriate strategies, drawing on a variety of resources and linking them together to complete a sophisticated or complex task. You have constantly demonstrated a keenness to speculate and take risks, which is a significant part of your learning.

Level 13

You embody a 'can do' approach. You show a depth and detail in organising how you learn beyond what is expected. You redefine the tasks you tackle, showing an original approach beyond your prior experience so that you produce responses on a higher plane. You seek out new learning challenges with enthusiasm and are autonomous in selecting your own learning focus. You can identify a range of strategies and use those that are appropriate, drawing on a variety of resources and you can link them together to complete a sophisticated or complex task. You take risks confidently.

Sustained Response

Level 1

You can use simple sentences to share your ideas. You can use resources given to you by your teacher.

Level 2

You can use several sentences to share your ideas. You can speak for longer about your learning using key words from different subjects. You can choose which resource to use in your learning.

Level 3

You can share ideas, observations and your thoughts in several sentences. You sometimes use evidence and key words in your learning. You can sum up your ideas in a basic way. You are able to use different ways of communicating ideas depending on the purpose of and audience for the task.

Level 4

You can use knowledge to share ideas, meanings and observations to meet a particular purpose. You can communicate alternative or different ideas, reasons or findings. Your ideas are lively and you are communicating in more detail.

Level 5

You can choose from a range of skills to complete a task and meet the learning outcomes. You can select information and evidence to support your ideas. You present your information in sensible ways and it is well structured. You are able to write in a variety of forms to match purpose and audience.

Level 6

You use your expanding subject knowledge and a variety of skills to develop your ideas. You take into account purpose and audience and use this knowledge to communicate appropriately. You can produce plans that show different ways of working and develop detailed criteria to assess your success in learning. You can notice and use a range of evidence and appreciate links between different sources. You can present your findings in a clear way and reach conclusions that fit the evidence. You use appropriate vocabulary and you can engage a reader's interest.

Level 7

You are increasingly independent and creative in developing your ideas. You communicate in a confident and appropriate way, and are able to include technical language when necessary. You understand the importance of different conventions for recording and communicating information. You can select from an increasing range of appropriate sources to develop ideas, arguments and findings. You notice what is relevant and communicate this as well as make interesting links between different sources in a structured way. Your responses are confident and show appropriate choices of style for a range of forms. You produce sustained conclusions.

Level 8

You exploit the potential of subject specific knowledge and skills to develop ideas and meanings and present these in confident and sustained ways. You are able to notice, select, organise and deploy relevant information consistently to produce full, appropriate and coherently structured responses reaching sustained conclusions. You are increasingly confident in synthesising

information from a range of views. Your writing shows a selection of specific features or expressions designed to engage the reader.

Level 9

You can sensitively and skilfully record, interpret and present imaginative observations, experiences and personal responses. These are realised in a coherent and proficient manner using a range of subject specific skills. You support, interpret and evaluate a variety of responses and sources, recognising the complexity of issues, weighing up opinions and making reasoned judgements supported by a range of evidence and well-developed and, sometimes, elegant argument and judgement. Your writing has shape and assured control of a range of styles.

Level 10

You are generally sound in your advanced ability to communicate your ideas to a given audience in a variety of sustained, varied and relevant forms according to the requirements of the subject. Your technical skills are generally sound but there may be momentary lapses.

Level 11

You are advanced in your ability to communicate your ideas to a given audience in a variety of sustained, varied and relevant forms, whether written, visual or performance based. You are able to demonstrate more advanced technical skills.

Level 12

You demonstrate the ability to present creative, carefully considered, proficient and, in the main, well focused responses and presentations. You demonstrate proficient use of technical skills and you are able to assimilate a high level of information and form comprehensive and sustained responses.

Level 13

You demonstrate originality and flair and your outcomes are technically flawless. There is clarity and precision and a maturity in your responses and your expression is both sophisticated and elegant.