



Learning

Introduction

Successful learning and personal development is an entitlement for all pupils in the College, across the full ability range and irrespective of social background, specific educational need, or any protected characteristic as outlined in the Equality Act 2010. For information about how the College seeks to stretch and challenge pupils showing more ability, please see our guidance on Scholarship and Enrichment. For information about how we support and respond to pupils for whom securing progress is the challenge, please refer to our policy on SEND Learning Support and on Academic Transition.

The purpose of the curriculum and the teaching of it is to stimulate an enjoyment of learning. Progression through the College develops pupils' confidence, resilience, problem solving, and decision-making skills. It enhances understanding of their own strengths and weaknesses for the purpose of making informed choices about their learning and futures, including careers and higher education. Pupils of all ages receive regular feedback and support to understand and develop the strength of their approach to learning via Learning Scores. The championing of this framework for understanding and developing individual learning potential is central to our inclusive and ambitious learning ethos.

Learning Scores

Pupil attainment and achievement are tracked at subject and cohort levels routinely (as set out in our guidance on Assessment and Tracking (STARS)). At the heart of the College's approach to Learning, however, are the Learning Scores. These are a means to review and promote strong learning choices and behaviour amongst pupils of all ages, and their ownership of their learning. Focusing children and teachers on the development of strong Learning Scores will be beneficial in all of the following ways:

- To academic attainment, as a result of having ever stronger approaches to study.
- To mental health, as a result of focusing on daily or weekly choices about study that pupils can influence and control rather than on anxieties about perceived judgments associated with future testing. We want them to focus on *improving* what they can do, not just proving what they can do.
- To pupils' capacity to thrive in future educational and employment contexts beyond school. Learning Scores are designed to foster self-awareness over how to achieve progress in any environment that requires *engagement* with complex information, positive responses to *feedback*, *collaboration* with others, creative review of approaches to *study* or work, and the healthy management of workload outside the formal hours of study or employment (including *work at home*). We strive to support the pupils to know what to do when they don't know what to do.

Senior School Learning Scores

Learning Scores	
What are Learning Scores?	
<p>You will be given a Learning Score every term by each teacher. It will be out of 20, and made up of five smaller scores out of 4. Using the guidance below, teachers will give a ‘best fit’ score to your approach since your last Learning Score. The importance of the scores is that you can and should influence them by the choices you make, week by week, in and between lessons. You are encouraged and expected to make choices that will result in strong Learning Scores. They are not test results or exam grades, but reflections of how you are approaching your study. Strong scores maintained over time will lead to stronger grades too.</p>	
Engagement with the subject*	
4	Your curiosity takes you beyond what is expected. You show willingness to take academic risks.
3	You think about new information and ideas presented to you. You seek to find out more.
2	You prefer to be given answers rather than to think for yourself when faced with challenge.
1	You are reluctant to engage with new ideas or information.
Response to feedback*	
4	You actively seek feedback. Your consistently positive response to it drives strong progress over time.
3	Your response to feedback is seen in follow up work. There is room for it to have more impact.
2	You sometimes act on feedback in follow up work. It is not yet a habit driving progress.
1	You rarely act on or engage with feedback in follow up tasks.
Collaboration*	
4	You collaborate with others proactively and productively, advancing your and their learning.
3	Your approach to collaboration with others normally and consistently helps you to learn.
2	You collaborate with others when asked, but in a way that you could develop to be more effective.
1	You tend to avoid or resist manageable opportunities for collaboration with others.
Strategies for study*	
4	Your strategies for study, in and out of the classroom, are robust, creative, and highly effective.
3	You use strategies for study to support your learning both inside and outside the classroom.
2	You have strategies for your study, but are not consistent in enacting them yet.
1	You do not engage with the need for clear strategies for study, which undermines your learning.
Homework*	
4	You approach all homework with ambition and routinely attempt enrichment tasks in this subject.
3	You complete and submit homework on time and to expectations.
2	Your homework does not consistently meet expectations of quality and/or of punctuality.
1	You struggle to meet homework deadlines and/or expectations on a regular basis.
What is the key difference between each colour?*	
	Means you routinely go above and beyond what is expected of you.
	Means your approach is normally and consistently good.
	Means your approach is good sometimes, but not consistently, which holds you back.
	Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.
<p>*In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.</p>	

Junior School Learning Scores

Learning Scores in the Junior School arise from the same educational thinking and purpose. However, they use different categories to assess learning behaviour and they are differentiated by key stage to ensure that the expectations for pupils of differing ages are achievable whilst still challenging. The five categories are: Subject Engagement, Response to Feedback, Organisation, Independence and Collaboration. Through regular communication with both parents and pupils about the progression of expectation, pupils can celebrate and recognise their achievements whilst still being able to set aspirational goals. Learning Scores are shared at three points in the year. In KS2, at each of these points, teachers have 1:1 conversations with the pupils to discuss their Learning Scores and set targets with them that are pupil-led.

Learning Scores – Key Stage 1	
Subject Engagement*	
4	<ul style="list-style-type: none"> You show excellent focus in lessons, when working on your own or with others You are always engaged in both practical and written activities You listen really well to your teacher, teaching assistant and classmates
3	<ul style="list-style-type: none"> You show good focus in class, when working on your own or with others You are usually engaged in both practical and written activities You usually listen well to your teacher, teaching assistant and classmates
2	<ul style="list-style-type: none"> You can lose focus in lessons sometimes You are often slow to start your work and can be distracted quite easily Your level of engagement often results in you not meeting the learning intentions
1	<ul style="list-style-type: none"> You need regular reminding to stay focused during lessons You are slow to begin activities and stop working on them if you find them hard You can be disruptive in lessons
Response to feedback*	
4	<ul style="list-style-type: none"> You improve your work by responding to feedback from your teacher You try to apply your next steps to your future work You are always looking to improve
3	<ul style="list-style-type: none"> You sometimes improve your work by responding to feedback from your teacher You occasionally try to apply your next steps to your future work You are always looking to improve, but need support to do this
2	<ul style="list-style-type: none"> You listen to feedback, and respond occasionally You need to be reminded of your next steps by your teacher regularly Your teacher will often have to help you respond to your feedback
1	<ul style="list-style-type: none"> You find it difficult to listen to and respond to feedback Your teacher has to help you respond to your feedback
Organisation*	
4	<ul style="list-style-type: none"> You take pride in the layout and presentation of your work You use suitable equipment or strategies to support your learning You manage your learning time well in class
3	<ul style="list-style-type: none"> You put a lot of effort into the layout and presentation of your work You select appropriate equipment or strategies to use in class

	<ul style="list-style-type: none"> You usually manage your learning time well in class
2	<ul style="list-style-type: none"> You need to further improve the layout and presentation of your work You can sometimes select the appropriate equipment, but other times require support You require some help managing your learning time effectively
1	<ul style="list-style-type: none"> You need to work on the layout and presentation of your work You need support to select the appropriate equipment You find it tricky to manage your learning time effectively
Independence*	
4	<ul style="list-style-type: none"> You always try something first before asking for help You regularly challenge yourself and you learn from your mistakes You move between tasks quickly and independently
3	<ul style="list-style-type: none"> You usually try something first before asking for help You challenge yourself on occasions and you often learn from your mistakes You usually move between tasks quickly and independently
2	<ul style="list-style-type: none"> You will rarely begin a task without prompting You often need support from an adult to help with your learning You are slow to move between tasks and often get distracted when doing so
1	<ul style="list-style-type: none"> You need support from an adult to begin a task You need support from an adult during lessons You need support from an adult to move between tasks
Collaboration*	
4	<ul style="list-style-type: none"> You work really well as part of a group or pair You make good contributions in whole-class, group, or paired work You enjoy helping others in class and small groups
3	<ul style="list-style-type: none"> You try really hard when working as part of a group or pair You sometimes make good contributions in whole-class, group, or paired work You like to help others in class on occasions
2	<ul style="list-style-type: none"> You listen to others but do not share your ideas with your class, group or partner regularly Your teamwork can still be improved You find it tricky to communicate and help others when working as part of a team
1	<ul style="list-style-type: none"> You are reluctant to listen to or share ideas with your teachers or classmates You find it tricky to work as part of a team You rarely communicate and help other when working as part of a team
What is the key difference between each colour?*	
	Means you routinely go above and beyond what is expected of you.
	Means your approach is normally and consistently good.
	Means your approach is good sometimes, but not consistently, which holds you back.
	Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.
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Learning Scores – Lower Key Stage 2	
Subject Engagement*	
4	<ul style="list-style-type: none"> • You are clearly engaged in all lessons and tasks, demonstrating a strong desire to improve • You aim to get the most out of every lesson by having sustained focus during all activities • You engage with the subject outside of the classroom setting
3	<ul style="list-style-type: none"> • You show good focus in class, when working on your own or with others • You are usually engaged in both practical and written activities • You usually listen well to your teacher, teaching assistant and classmates
2	<ul style="list-style-type: none"> • You can lose focus in lessons sometimes • You are often slow to start your work and can be distracted quite easily • Your level of engagement often results in you not meeting the learning intentions
1	<ul style="list-style-type: none"> • You need regular reminding to stay focused during lessons • You are slow to begin activities and stop working on them if you find them hard • You can be disruptive in lessons
Response to feedback*	
4	<ul style="list-style-type: none"> • You improve your learning outcomes by immediately acting on feedback from your teacher • You regularly try to incorporate feedback into follow up tasks • Your follow up actions to feedback have a sustained and positive impact on your learning
3	<ul style="list-style-type: none"> • You usually act upon verbal and written feedback and it has a positive effect on your learning • You try to apply the feedback given to follow up tasks, but sometimes need reminding • Your follow up actions to the feedback generally have a positive impact upon your learning
2	<ul style="list-style-type: none"> • You listen to and read your feedback, responding occasionally • The quality of your follow up actions based on this feedback is inconsistent
1	<ul style="list-style-type: none"> • You are reluctant to reflect on your own learning, and tend not to act on feedback given • You see feedback from teachers and peers as a negative, rather than an opportunity to improve
Organisation*	
4	<ul style="list-style-type: none"> • You organise your workspace, possessions and equipment very well for each lesson • The organisational structure of your work and its presentation, is always of the highest standard • You always submit the required homework on time and you take pride in its quality • You manage your time effectively and purposefully in and out of class.
3	<ul style="list-style-type: none"> • You usually organise your workspace, possessions and equipment well for each lesson • The organisation of your work is usually of a high standard, but quality in structure or presentation can occasionally be missing • You usually submit the required homework on time and it is usually of a good standard • You usually manage your time effectively but can still make improvements
2	<ul style="list-style-type: none"> • The organisation of your workspace, possessions and equipment is inconsistent • The organisation of your work is inconsistent in its structure and/or presentation • Your homework can be good but its quality and punctuality often vary • Your time management skills are developing but require improvement
1	<ul style="list-style-type: none"> • The organisation of your workspace, possessions and equipment requires improvement • The organisation of your work requires improvement in both its structure and its presentation • You struggle to meet homework deadlines and/or expectations on a regular basis • You struggle to manage your time in lessons
Independence*	

4	<ul style="list-style-type: none"> You always try something first before asking for help and regularly succeed with your efforts You regularly challenge yourself, you are resilient and you learn from your mistakes You independently assess, edit and improve your work
3	<ul style="list-style-type: none"> You usually try something first before asking for help and often succeed with your efforts You challenge yourself on occasions and learn from your mistakes You are beginning to independently assess, edit and improve your work
2	<ul style="list-style-type: none"> You are starting to form opinions and ideas for yourself You prefer to seek help when working independently You can self-assess your work but are less keen to edit and improve it
1	<ul style="list-style-type: none"> You regularly need support during a task and are slow to get started You tend not to engage with independent tasks You are unwilling to self-asses your work and rarely edit and improve it
Collaboration*	
4	<ul style="list-style-type: none"> You relish sharing information, ideas and suggestions in whole class and group scenarios You receive feedback from group/team members with an open-mind Your contributions to group work will often help others develop their learning further
3	<ul style="list-style-type: none"> You are happy to share information, ideas and suggestions with others in the group/class You usually receive feedback from group/team members with an open-mind You collaborate well with others when working as part of a group/team
2	<ul style="list-style-type: none"> You tend not to share ideas with group members, preferring to listen to others You can be quite passive in your approach to group work, as well as whole-class discussion You can be reluctant to contribute to group work and whole-class discussions
1	<ul style="list-style-type: none"> You prefer to take things in your own direction, rather than support the group decision You see advice from classmates as criticism, rather than an idea that can be worked on You are reluctant to contribute to group work and whole-class discussions
What is the key difference between each colour?*	
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	Means your approach is normally and consistently good.
	Means your approach is good sometimes, but not consistently, which holds you back.
	Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.
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Learning Scores – Upper Key Stage 2	
Subject Engagement*	
4	<ul style="list-style-type: none"> You engage in all activities with purpose and get the most out of every lesson, meeting or exceeding the learning intentions You are ambitious about your progress in the subject and do everything you can to improve You show curiosity and drive to do well in the subject at school and at home
3	<ul style="list-style-type: none"> Your engagement during lessons is good and you are eager to achieve well in most activities, meeting the learning intentions as a result You are keen to make progress and as a result you engage well in the subject during lessons
2	<ul style="list-style-type: none"> Your focus during lessons can be good but you are easily distracted or slow to settle into activities when asked The work produced in lessons can sometimes be less than you are capable of producing Your desire to make progress in the subject is apparent in some lessons, but inconsistent
1	<ul style="list-style-type: none"> You need regular reminding to stay focused in class and tend not to approach work with motivation You are often slow to begin activities and tend to lose focus if they are challenging Your lack of engagement means that you find it difficult to meet many of the learning intentions
Response to feedback*	
4	<ul style="list-style-type: none"> Your learning progresses as a result of your detailed and well-thought through responses to both verbal and written feedback from both teachers and peers You respond to feedback well during and after each piece of work and always try to incorporate it in follow up tasks as well You relish feedback and it has a sustained and positive impact on your learning over time
3	<ul style="list-style-type: none"> Your learning usually progresses as a result of your follow up actions to both verbal and written feedback, but they could be more thorough and detailed You usually respond to feedback during and after each piece of work but don't always apply the feedback given to follow up tasks You consistently seek to act upon feedback given from your teachers and peers
2	<ul style="list-style-type: none"> You listen to and read your feedback, responding occasionally The quality of your follow up actions based on this feedback is inconsistent
1	<ul style="list-style-type: none"> You are reluctant to reflect on your own learning, and tend not to act on feedback given You see feedback from teachers and peers as a criticism, rather than an opportunity to improve
Organisation*	
4	<ul style="list-style-type: none"> You organise your workspace, possessions and equipment very well for each lesson The organisational structure of your work and its presentation, is always of the highest standard You always submit the required homework on time and you take pride in its quality You manage your time effectively and purposefully in and out of class.
3	<ul style="list-style-type: none"> You usually organise your workspace, possessions and equipment well for each lesson The organisation of your work is usually of a high standard, but quality in structure or presentation can occasionally be missing You usually submit the required homework on time and it is usually of a good standard You usually manage your time effectively but can still make improvements
2	<ul style="list-style-type: none"> The organisation of your workspace, possessions and equipment is inconsistent The organisation of your work is inconsistent in its structure and/or presentation Your homework can be good but its quality and punctuality often vary Your time management skills are developing but require improvement

1	<ul style="list-style-type: none"> • The organisation of your workspace, possessions and equipment requires improvement • The organisation of your work requires improvement in both its structure and its presentation • You struggle to meet homework deadlines and/or expectations on a regular basis • Poor time management is a regular feature of your approach to lessons
Independence*	
4	<ul style="list-style-type: none"> • Your approach to activities shows creativity and results in you taking intellectual risks in lessons • You are resilient, enjoy solving problems and willingly take part in subject-related enrichment activities offered in school and at home • Automatic self-assessment, as well as editing and improving your work, is part of your approach
3	<ul style="list-style-type: none"> • You always approach activities with a positive mindset before asking for help • You challenge yourself on occasions by taking intellectual risks but you are little uncomfortable in doing this • You are becoming more resilient and frequently self-assess, edit and improve your work • You take part in subject-related enrichment opportunities on occasions but not always
2	<ul style="list-style-type: none"> • You show some academic curiosity and a willingness to form opinions and ideas for yourself • You look for help when you are unsure what to do and are reluctant to try to identify strategies to address difficulties for yourself • You tend not to take part in subject-related enrichment opportunities
1	<ul style="list-style-type: none"> • You regularly need support from an adult during a task and are slow to get started • You are reluctant to investigate or explore topics independently • You are unwilling to take intellectual risks
Collaboration*	
4	<ul style="list-style-type: none"> • You share insightful information, ideas and suggestions in a tactful and thoughtful manner • You receive feedback and act upon ideas from group members with an open-mind • You are able to generate a good atmosphere when working together with others • Your contributions to group work will often help others develop their learning further
3	<ul style="list-style-type: none"> • You are happy to share information, ideas and suggestions with others in the group/class • You usually receive feedback from group/team members with an open-mind • You collaborate well with others when working as part of a group/team
2	<ul style="list-style-type: none"> • You tend not to share ideas with group members, preferring to listen to others • You can be quite passive in your approach to group work, as well whole-class discussion • You tend to be reluctant to contribute to group work and whole-class discussion
1	<ul style="list-style-type: none"> • You are reluctant to share ideas and lack engagement in group activities • You take feedback from peers as a criticism, rather than an idea that can be worked on • Your feedback to others can often be misguided or abrupt
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