

# **Annex: Characteristics of positive attitudes to learning**

## **Pupils are: determined**

**Do pupils engage readily in tasks and bring them to completion?**

**Do pupils persevere and remain purposeful when they face difficulties?**

Pupils demonstrate the following attitudes:

- Grit, resilience, tenacity

Pupils will:

- Finish tasks started and understand the value of their work; for example, pupils complete activities with minimal prompting from adults and can talk about what skill they have improved
- Learn to take positives from mistakes and appreciate how this will help them reach a goal; for example, pupils describe where they have made errors in their work and how they can avoid them in future or explain how they have improved on their weaknesses
- Try out ideas without being certain of the likely end result
- Demonstrate the skills and knowledge to work as independently as they can and seek further guidance and assistance only when needed
- Face and overcome challenges as they arise by adjusting their approaches and strategies, for example by finding and attempting different solutions to solve a problem when they initially experience failure

**Do pupils sustain concentration and avoid distractions?**

**Are pupils ready to learn at the start of lessons? Do they move easily between different lessons and activities?**

Pupils demonstrate the following attitudes:

- Self-control, Self-direction

Pupils will:

- Pay attention and resist distractions, for example maintaining concentration on a task despite possible environmental distractions such as from other pupils
- Remember and follow instructions, but make adaptations when faced with difficulties, for example finding alternative ways of recording the outcomes of a science experiment when technology fails
- Demonstrate good self-organisational skills and start tasks immediately, rather than putting things off, for example gathering the equipment or resources they need and settling to their work quickly at the start of an activity
- Remain calm even when criticised, such as when taking part in debates as part of whole class or small group activities, or receiving feedback as part of peer assessment
- Allow others to speak without interruption and respond appropriately

**How well do pupils engage with new, unfamiliar experiences and ideas?**

**Do pupils seek other solutions when their first approach to a problem is unsuccessful?**

Pupils demonstrate the following attitudes:

- Curiosity and an eagerness to solve problems

Pupils will:

- Be eager to explore new things; for example, pupils suggest ideas about new topics to study or respond with interest and enthusiasm when faced with new themes or unfamiliar tasks
- Ask and answer questions to deepen understanding; for example, pupils ask well considered questions, or use their existing knowledge skilfully to answer questions
- Enjoy solving problems; for example, pupils demonstrate an enthusiasm for finding solutions as part of a maths investigation and attempt multiple approaches
- Think creatively and 'outside of the box' to reframe and solve problems; for example, pupils demonstrate a variety of approaches to considering and solving cross-curricular problems, such as how to reduce the use of plastic
- Be content with not knowing the 'answer' but show curiosity and inquisitiveness

**Do pupils understand their own strengths and weaknesses?**

**How well do pupils reflect on their own learning?**

Pupils demonstrate the following attitudes:

- Self-aware learners

Pupils will:

- Demonstrate a clear understanding of what they do well and what they need to improve; for example, they talk about how successful they have been in previous learning, the areas that they need to develop further and how they will make improvements
- Explain the ideas and concepts they are learning about and understand how these fit in with the rest of their learning; for example, they describe the skills they have improved or knowledge they have gained during the lesson and relate this to previous learning or other subjects/topics
- Effectively and confidently share what they have learnt or the new skills they have developed, with their peers or the wider community; for example, at the end of a topic of work pupils plan and deliver an assembly for parents to share their learning

## **Pupils are: optimistic**

**Do pupils show interest in and enthusiasm for their work?**

Pupils demonstrate the following attitudes:

- Enthusiasm and zest

Pupils will:

- Take an active role in their learning; for example, pupils are keen to find out more about their topic and to contribute their own thoughts and ideas, including the planning of specific activities or lessons
- Show enthusiasm and interest in their learning and strong engagement in new and creative approaches; for example, pupils are self-motivated in their tasks, need little adult intervention to progress, and come up with new ideas with little or no prompting from adults
- Identify and grasp opportunities and independently seek ways to extend their understanding; for example, pupils show independence in choosing activities that they believe will benefit their learning, such as choosing different methods of conducting a science experiment or engaging in further research on a class topic at home
- Help to invigorate others in their learning; for example, pupils' own positive

attitudes towards their learning helps to support and encourage the learning of others

- Set themselves high standards and seek and enjoy challenge; for example, when provided with the opportunity, pupils seek to engage in tasks that challenge them and, on occasion, take them beyond their 'comfort zone'

### **Are pupils appreciative?**

Pupils demonstrate the following attitudes:

- Gratitude

Pupils will:

- Recognise and show appreciation for others; for example, pupils articulate how working with their peers helps them to develop their own skills
- Recognise and show appreciation for their own opportunities; for example, pupils talk about how the activities planned by their teacher, such as visits to the local community, enhance their learning

### **How confident are pupils?**

#### **Do they display a sense of ambition and have aspirations for the future?**

Pupils demonstrate the following attitudes:

- Confidence and ambition

Pupils will:

- Be willing to try new experiences and meet new people; for example, pupils ask engaging and beneficial questions of visitors
- Pursue dreams and ambitions; for example, pupils discuss their ambitions and articulate the importance of their learning and how it will help them in the future
- Take measured risks; for example, pupils understand the importance of employing appropriate safety measures as part of science investigations or PE lessons, in order for them to be able to take risks to develop their skills.
- Build their mental and emotional well-being by developing confidence, resilience and empathy; for example, pupils support each other and focus well to complete increasingly complex tasks
- Have the confidence to participate in performance; for example, pupils participate in presentations to the rest of the class to demonstrate and develop new musical,

dramatic or physical skills

### **How creative are pupils?**

Pupils demonstrate the following attitudes:

- Creativity, Imagination

Pupils will:

- Demonstrate originality and imagination when completing tasks
- Experience and explore situations from another point of view and are happy to consider different options
- Enjoy playing with possibilities, set aside pre-conceptions and accept the unfamiliar, for example when collaborating with other pupils to create a drama based on their studies in history; pupils are motivated by tasks that do not have predetermined or fixed outcomes
- Identify and develop new ideas; for example, they enjoy applying their literacy skills to develop imaginative pieces of writing that reflect what they have learnt in other areas of the curriculum, such as history and RE
- Form original and new ideas from stimulus; for example, pupils design a website to promote musical events
- Take on imaginative projects or tackle work in an innovative way
- Be resourceful; use existing resources in an original way, for example using an online virtual reality mapping tool to identify the best site in Wales to construct a spaceport

## **Pupils are: emotionally intelligent**

### **Do pupils remain calm when others disagree with them?**

Pupils demonstrate the following attitudes:

- Humility

Pupils will:

- Find solutions during conflicts with others; for example, when working collaboratively with their peers, pupils demonstrate the ability to compromise, assimilate the ideas of others and modify their responses
- Recognise that different perspectives, sometimes contradictory, can help them shape their own viewpoint

- Be sensitive to people's feelings and emotions

**How well do pupils demonstrate respect for the contributions of others, for example by allowing others to speak?**

**Do pupils demonstrate good behaviour in lessons and around the school?**

**Do pupils behave well at lunchtime and breaktimes?**

**Are pupils considerate and do they relate well to each other and adults?**

Pupils demonstrate the following attitudes:

- Respect and good manners

Pupils will:

- Demonstrate respect for the feelings of others; for example recognising when others are struggling with new concepts and provide support when appropriate
- Know when and how to include others; for example, as part of whole class or small group discussions, pupils ask for and value the contributions of others
- Be polite to adults and peers

**Do pupils apply their background knowledge and awareness of global issues to their learning?**

Pupils demonstrate the following attitudes:

- Sensitivity to global concerns, social responsibility

Pupils will:

- Show a growing awareness of global issues and their impact on people's lives; for example, pupils raise concerns over the environmental impact when preparing for a debate on the proposed development of a new supermarket in their town

**How well are pupils able to work in a range of ways, for example independently, in small groups and in whole-class settings?**

Pupils demonstrate the following attitudes:

- Collaborate effectively

Pupils will:

- Lead and play different roles in teams effectively and responsibly
- Work flexibly in a group, sometimes giving up personal preferences to accept the ideas of others
- Give of their energy and skills so that other people will benefit; for example, pupils willingly assist their peers to help them improve their skills and knowledge
- Form positive relationships based upon trust and mutual respect; for example, pupils co-operate well with others, including those from different social backgrounds, gender, ethnicity and friendship groups
- Listen to others, taking on their ideas or providing constructive critical challenge