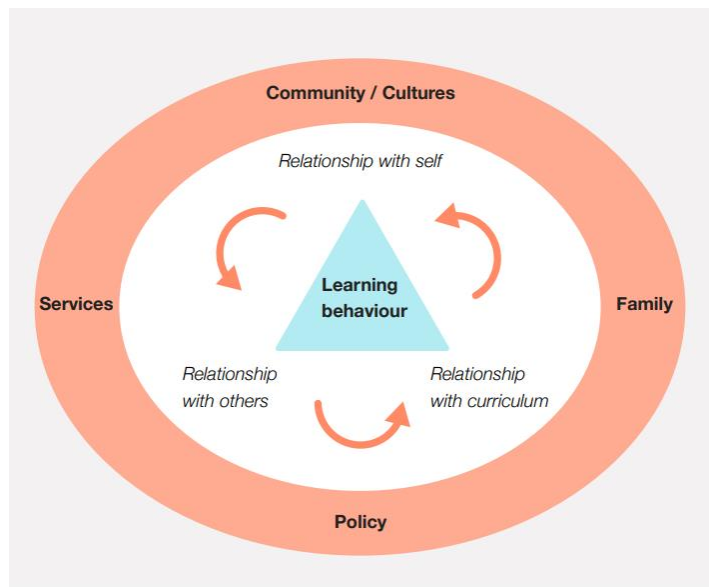


Behaviour for Learning at Thornden School

A learning behaviour can be thought of as a behaviour that is necessary for a person to learn effectively in the group setting of the classroom.

In this model below, a single learning behaviour (from those detailed below) is placed at the centre of the model. The triangle surrounding this behaviour is the 'triangle of influence' representing the behaviour being influenced by emotional, social, and cognitive factors. These factors and the learning behaviour itself can be addressed through the three relationships (with self, others, and the curriculum) experienced by the individual in the classroom.



Descriptor	Code	Classroom behaviours shown by students	Home learning behaviours shown by student
<p>Exceptional behaviour for learning</p>	<p>E</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • They have exceptional engagement in their learning, persevering in the face of challenges and extending their learning where possible. • They always approach learning with a highly positive attitude. • They are a highly reflective learner who takes responsibility for their learning. <p>Attitude:</p> <ul style="list-style-type: none"> • They are highly independent and ask for help where needed. • They are always inquisitive about the subject. • They always begin tasks promptly and complete them diligently. • They take pride in their work and this is evident in their books. • They are organised and are always prepared for learning. <p>Participation:</p> <p>They are highly respectful to all members of the class. They often contribute to the learning in a lesson providing valuable insight into lesson concepts.</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • Home learning is often exceptional, of a high quality and enough. • Pride is taken in the home learning. <p>Attitude:</p> <ul style="list-style-type: none"> • Home learning produced can often use extra content found outside the taught curriculum. • Support for home learning is always sought in plenty of time before a deadline. <p>Participation:</p> <ul style="list-style-type: none"> • Home learning is always handed in on time.
<p>Good behaviour for learning</p>	<p>G</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • They consistently show engagement and motivation in their learning, persevering in the face of challenges. • They reflect on their learning at key points and make improvements where necessary. Responding to teacher feedback. <p>Attitude:</p> <ul style="list-style-type: none"> • They consistently approach learning with a positive attitude. • They consistently begin tasks promptly. • They usually produce work that reflects the best of their ability. • Their book work shows a considered approach to learning and reflects good presentation. • They are organised and very rarely forget equipment or resources. <p>Participation:</p> <ul style="list-style-type: none"> • They show respect to all members of the class. • They regularly contribute to learning in the lesson through verbal discussion and volunteering answers. 	<p>Engagement:</p> <ul style="list-style-type: none"> • Home learning is often good, exceeding expectations at times. <p>Attitude:</p> <ul style="list-style-type: none"> • Extended home learning tasks sometimes use extra content found outside the taught curriculum. • Support for home learning is sought before a deadline, if required. <p>Participation:</p> <p>Home learning is consistently handed in on time.</p>

<p>Satisfactory behaviour for learning</p>	<p>S</p> <p><u>Engagement:</u></p> <ul style="list-style-type: none"> • They consistently show a minimum level of engagement and motivation in their learning. • They do not always reflect on their learning at key points and do not always make improvements where necessary. A minimal level of response to teacher feedback is made. <p><u>Attitude:</u></p> <ul style="list-style-type: none"> • They consistently approach learning with a minimal attitude. • Sometimes they begin tasks promptly. • Their work does not always reflect the best of their ability. • They are not always organised and do not always have the correct equipment. <p><u>Participation:</u></p> <ul style="list-style-type: none"> • They show the minimum expected respect to all members of the class. <p>They occasionally contribute to learning in the lesson through verbal discussion and volunteering answers.</p>	<p><u>Engagement:</u></p> <ul style="list-style-type: none"> • Home learning is usually completed but to the minimum expectation. <p><u>Attitude:</u></p> <ul style="list-style-type: none"> • Support is occasionally sought before a deadline. <p><u>Participation:</u> Home learning is sometimes handed in on time.</p>
<p>Below satisfactory behaviour for learning</p>	<p>B</p> <p><u>Engagement:</u> Their engagement with learning in the lesson is inconsistent or not present. They regularly lose focus during explanations, independent or group tasks. They do not reflect fully on their learning or respond to feedback.</p> <p><u>Attitude:</u></p> <ul style="list-style-type: none"> • They do not begin work promptly or request help at an appropriate point to enable them to overcome challenges. • They regularly do not have the right equipment or resources for learning. <p><u>Participation:</u></p> <ul style="list-style-type: none"> • They often talk over other students or the teacher, distracting others from their learning. <p>They rarely make constructive contributions to learning in the lesson through verbal discussion.</p>	<p><u>Engagement:</u> Home learning is regularly not of adequate quantity or quality.</p> <p><u>Attitude:</u> Problems with completing home learning are not attempted to be resolved before the deadline.</p> <p><u>Participation:</u> Home learning is regularly not submitted on time.</p>