QEHS LEARNER STANDARDS

	Learner Standard/Grade Card Symbol	* Exceeding expectations	+ Meeting expectations	# Below expectation	- Cause for concern
1	**Behaviour for Learning - Attitudes** *What do we mean?* *The student understands that learning is a skill that can be developed. They consistently complete classwork and homework to the best of their ability. The student also understands that how they behave affects their progress and that of others. The student meets our high expectations and behaves in a way that allows themselves and others to learn.*	**Exceptional attitude to learning, behaviour is exceptionally mature and appropriate**	**Attitude to learning and classroom behaviour are meeting expectations**	**Attitude to learning, homework and/or classroom behaviour are below expectation**	**Attitude to learning, homework and/or classroom behaviour are inappropriate and of concern**
2	**Learning to Learn - Progress** *What do we mean?* *The student understands how to learn and they learn successfully. They achieve academic progress as a result.*	**Welcomes challenge and is making exceptional academic progress**	**Academic progress is as expected**	**Academic progress is below expectation**	**Academic progress is a cause for concern**
3	**Leadership for Learning - Participation** *What do we mean?* *Our curriculum offers a huge variety of opportunities for students to develop leadership and to develop the cultural capital and skills for life that they will need to allow them to participate fully in and contribute positively to their communities.*	**Takes a highly active role in house and school events and is a strong contributor to the school community**	**Is a good participant in house and school events and is a positive and productive member of the school community**	**Is reluctant to participate in house and school events and is reluctant to make a positive contribution to the school community**	**Unwilling to participate, rarely contributes to the school community**
	Strategies for improvement *What can parents and students do?* *(Student actions are in light type,* ***parental support is in bold type).*** *NB: The strategies are not completely mutually exclusive re each grade symbol but they do progressively build positive behaviour, attitudes and resilience from – to * .*	➢ Seek out more challenging options for your work, (including homework). ➢ Push yourself out of your comfort zone! Take some risks with your learning. ➢ Read and research topics even before they are taught. ➢ Take an active role in a subject club or help other students develop their learning. ➢ Investigate subject areas on the W: drive/Google Drive and use the extra resources there to help you. ➢ Learn the command words examiners use. ➢ Fully engage in lessons by volunteering to ask and answer questions.	➢ Work positively and engage fully in all tasks and activities, (including homework). ➢ Take pride in your work and learning and embrace your strengths. ➢ Reflect on your skills and the subject content and set targets for improvement. ➢ Try different learning and revision strategies. ➢ Look for opportunities to develop / extend your subject skills and knowledge independently (eg join a subject club, read more widely, help other students). ➢ Ask when you are unsure. ➢ Revise using active techniques such as spider diagrams, flash cards and past papers.	➢ Contribute orally in class and always complete work to the best of your ability. ➢ Ask for help and clarification when you need it, including support in ‘subject drop in’ and through mentoring. ➢ Record homework carefully and complete it to the best of your ability. ➢ Use subject textbooks, the school library and online learning platforms to help you with your work. ➢ Organise your school books and ensure that you have all of the correct equipment. ➢ Seek advice from your teachers, subject ambassadors or friends about things that you are struggling with.	➢ Arrive on time to lessons. ➢ Listen carefully to instructions and guidance. ➢ Ask for help and clarification when you need it, including support in ‘subject drop in’ and through mentoring. ➢ Record homework carefully and complete it to the best of your ability. ➢ Listen to the teacher and do your very best to complete classwork. ➢ Regularly attend a departmental drop in session to receive help from a subject ambassador or teacher. ➢ Ask your parents to support you with your learning at home.

		➢ **Ask your child about their work and chat to them about the material. Challenge them with interesting questions and debates.** ➢ **Support your child's interest by helping them explore subject material independently OR encourage them to join (or start) a subject club, write an article for the school newsletter.**	➢ Reinforce your learning, particularly of things that you get wrong or find difficult, using online learning platforms, revision guides or by asking your teacher. ➢ **Ask your child about their work and chat to them about the material.** ➢ **Help your child with revision and homework and ask them how they are hoping to improve their work. Make sure you notice things that are going well too!** ➢ **Support your child's interest by helping them explore subject material independently OR encourage them to join a subject club**	➢ Practise things that you find difficult using subject textbooks and online learning platforms. ➢ Ask your parents or friends to help you with your learning or to test you on things that you are revising. ➢ Attend subject catch up sessions or ask your teacher for guidance on how to improve. ➢ **Ask your child about their work and chat to them about the material.** ➢ **Help your child with revision and homework and help them to spend sufficient time studying at home.** ➢ **Help to build resilience by focusing on things that are going well.**	➢ **Help your child to be organised** ➢ **Ask your child about their work and chat to them about the material.** ➢ **Make sure your child has a quiet place to work and encourage strongly them to do so.** ➢ **Help to build resilience by focusing on things that are going well.**