

CREATE FEDERATION

# Attitude to Learning (A2L)

## For School and for Life

*Taddington, Dove Holes, and Peak Dale Primary School Federation*

## Our Ethos

### Mission Statement

**"We are Taddington, Dove Holes, and Peak Dale. We are CREATE Federation. We are here to learn, succeed, and thrive. We are respectful, safe, and responsible."**

*"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit." — Aristotle*

## How We Put This into Practice

**Integral Systems:** Our A2L documents are tied to our Ethos and values and are integral to our practice and reporting systems.

**Clear Communication:** We communicate the learning habits and behaviours we expect to see at each stage of learning through our A2L criteria.

**Modelling:** Teachers and support staff model the behaviours we are looking for and assist students in developing these behaviours in and out of lessons.

**Tracking & Celebration:** We track A2L at regular intervals, involving students in self-assessment. We celebrate consistency and support those requiring intervention through mentoring.

## The Learning Journey: Progression Overview

We use a numerical scale (1–10) to track typical expected progression through the CREATE Federation. Every subject awards an A2L grade to every student.

Stage	Year Group	Milestone	Progression Goal
<b>EYFS</b>	Nursery	Level 1	<b>BUILDING</b> habits to LEARN (+2)
<b>EYFS</b>	Reception	Level 2–3	—
<b>KS1</b>	Year 1 & 2	Level 4–6	—
<b>LKS2</b>	Year 3	Level 7	<b>DEVELOPING</b> habits to SUCCEED (+2)
<b>LKS2</b>	Year 4	Level 8	—
<b>UKS2</b>	Year 5	Level 9	<b>MASTERING</b> habits to THRIVE (+1)
<b>UKS2</b>	Year 6	Level 10	—

# Primary A2L Assessment Standards

*Note: These levels represent aspirational end-of-year standards. This is a guide to support development; students may fall above or below benchmarks depending on their individual journey.*

## Phased Behaviour Indicators

### Levels 1–3: The Building Phase (EYFS/Reception)

- **Engagement:** Child is beginning to show concentration and can work well with others in focused tasks.
- **Responsibility:** Mostly comes equipped for learning; work is increasingly organised with support.
- **Resilience:** Beginning to avoid distractions and focus on their own learning.

### Levels 4–6: The Developing Phase (Year 1 & 2)

- **Active Voice:** Highly skilled at listening and talking in pairs/groups; makes valuable contributions.
- **Ownership:** High standard of organisation for notes; uses notes well to prepare for assessments.
- **Standard:** All learning activities are completed to a high standard; extension work is often tackled.

### Levels 7–8: The Mastery Phase (Year 3 & 4)

- **Curiosity:** Increasingly curious and shows an interest in learning; attempts more difficult activities.
- **Feedback:** Regularly uses feedback to improve work (e.g. DIRT activities and self-marking).
- **Persistence:** Conduct is mostly good with infrequent lapses that the student seeks to correct.

### Levels 9–10: The Mastered Phase (Year 5 & 6)

- **Absorbed:** Maintaining concentration and engagement across challenging sequences of lessons.
- **Independence:** Intellectually curious; seeks to extend knowledge through independent research.
- **Feedback Integration:** Automatically reflects upon feedback; values mistakes as part of learning.

# My A2L Journey: Pupil Self-Assessment Ladder

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*Tick the boxes that describe you today. What do you need to do to reach the next rung?*

## The Building Rungs (Nursery & Reception)

Aspect	I can statements...
<b>Behaviour</b>	<input type="checkbox"/> I follow instructions and play kindly with my friends. (L3)
<b>Engagement</b>	<input type="checkbox"/> I listen carefully to stories and use new words when I play. (L1-2)
<b>Responsibility</b>	<input type="checkbox"/> I can hold a pencil correctly and I am learning to look after my things. (L2-3)
<b>Feedback</b>	<input type="checkbox"/> I ask questions when I don't understand something. (L3)
<b>Independence</b>	<input type="checkbox"/> I have a go at new activities and keep trying if they are hard. (L3-4)

## The Developing Rungs (Year 1 & Year 2)

Aspect	I can statements...
<b>Behaviour</b>	<input type="checkbox"/> I focus on my work and try my best even when it is tricky. (L5-6)
<b>Engagement</b>	<input type="checkbox"/> I concentrate in class and work well with my learning partner. (L5-6)
<b>Responsibility</b>	<input type="checkbox"/> I usually have my kit ready and I am starting to organise my own work. (L5-6)
<b>Feedback</b>	<input type="checkbox"/> I listen to my teacher's advice to make my work better. (L5)
<b>Independence</b>	<input type="checkbox"/> I try to work on my own after the teacher has shown me what to do. (L5)

## The Mastery Rungs (Year 3 & Year 4)

Aspect	I can statements...
<b>Behaviour</b>	<input type="checkbox"/> I am a positive influence in class and I stay resilient during hard tasks. (L8)
<b>Engagement</b>	<input type="checkbox"/> I regularly start high-level talk and adjust my ideas based on what my peers say. (L8)
<b>Responsibility</b>	<input type="checkbox"/> I take pride in the 'extras' and my presentation is always purposeful. (L8)
<b>Feedback</b>	<input type="checkbox"/> I act on feedback immediately to make sure I have mastered the task. (L8)
<b>Independence</b>	<input type="checkbox"/> I hit all my deadlines early and I am organised for my own study. (L8)

## The Mastered Rungs (Year 5 & Year 6)

Aspect	I can statements...
<b>Behaviour</b>	<input type="checkbox"/> I naturally lead by example and help others stay focused in the room. (L10)
<b>Engagement</b>	<input type="checkbox"/> I drive discussions forward and find new insights from different viewpoints. (L10)
<b>Responsibility</b>	<input type="checkbox"/> I have meticulous attention to detail and I always push beyond the brief. (L10)
<b>Feedback</b>	<input type="checkbox"/> I critically evaluate feedback and ask 'why' to deepen my understanding. (L10)
<b>Independence</b>	<input type="checkbox"/> I look for challenges and find my own resources before I am asked. (L10)

## Support & Growth: Closing the Gap

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Strategies for parents to help overcome specific barriers to learning habits:

**Self-Regulation:** Struggle with impulse control. **Strategy:** Use “First/Then” language at home.

**Active Voice:** Being a “passive” learner. **Strategy:** Use the “Wait 10” rule before prompting.

**Ownership:** Relying on adults for equipment. **Strategy:** Create a “Launchpad” at home for bags.

**Fixed Mindset:** Fearing mistakes. **Strategy:** Praise the effort and the process, not just the result.

**Independence:** Hesitating to “have a go”. **Strategy:** Use the “3 Before Me” rule.

## My Learning Habits: Student Guide

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### Ready (Levels 1-3)

*“I am learning to sit beautifully and listen to my teacher.”*

### Respectful (Levels 4-6)

*“I am a good partner and I listen to my friends’ ideas.”*

### Responsible (Levels 7-8)

*“I have my kit ready and I always try the ‘extra challenge’.”*

### Resilient (Levels 9-10)

*“I love feedback because it makes me better. I don’t give up!”*

## A2L End of Year Target Summary

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*This table provides a simple guide to the target A2L levels expected at the end of each year group.*

Year Group	Target A2L Level
Year 6	Level 10
Year 5	Level 9
Year 4	Level 8
Year 3	Level 7
Year 2	Level 6
Year 1	Level 5
Reception	Level 4
Nursery	Level 1



# Full Progression Pathway Guide

Stage	Lvl	Behaviour & Respect	Engagement & Oracy	Responsibility	Feedback & Inquisitive	Independence
Year 6	10	Exemplary: Naturally leads by example; de-escalates distractions.	Dynamic: Drives discussions forward; synthesizes multiple viewpoints.	Precision: Meticulous attention to detail; pushes beyond the brief.	Analytical: Critically evaluates feedback; asks "why" to deepen understanding.	Self-Governing: Anticipates upcoming challenges; seeks resources independently.
Year 5	9	Role Model: Always a role model for others with excellent conduct.	Highly Skilled: High concentration for full lessons; builds on others' ideas.	Elite Standard: Very high standard of notes and presentation; work always at a high standard.	Reflective Expert: Improves work without being told; can talk deeply about learner profile.	Proactive: Always meets deadlines; manages time very well; pro-actively catches up.
Year 4	8	Active: Consistently positive influence; shows resilience during complex tasks.	Articulate: Regularly initiates high-level dialogue; actively listens and adjusts.	Diligent: Takes pride in the "extras"; presentation is consistently polished.	Responsive: Acts on feedback immediately and seeks clarification to ensure mastery.	Motivated: Hits all deadlines early; shows initiative in organizing study.
Year 3	7	Consistent: Usually curious and interested; sticks with work even when challenging.	Contributor: Maintains high concentration; makes regular/valuable contributions.	Organised: Usually fully equipped; work usually presented to a high standard.	Self-Aware: Uses feedback to improve work; can talk about own strengths/weaknesses.	Reliable: Usually meets deadlines; uses effective revision skills; works with peers.
Year 2	6	Enthusiastic: Mostly shows interest; may require some support from peers/adults.	Developing Focus: Developing concentration; may need odd reminders to re-focus.	Developing: Often equipped; is developing organisation skills (e.g. sheets stuck in).	Self-Reflective: Developing use of feedback to correct main mistakes.	Managing Time: Meets most deadlines; revision skills are developing.
—	5	Focused: Beginning to show interest; beginning to attempt difficult tasks.	Collaborative: Beginning to show concentration; works well in focused pair tasks.	Improving: Mostly equipped; with support, work is increasingly organised.	Guided: With support, can use feedback to improve or correct work.	Beginning: Beginning to hand in homework on time and work alone after scaffold.
—	4	Regulated: Shows deep self-regulation; controls immediate impulses.	Fluent: Consistently holds conversations; uses past/present/future tenses.	Confident: Always confident to try new activities; resilient to challenge.	Critical Thinker: Creates and thinks critically; makes links; develops strategies.	Resilient: Shows resilience and perseverance; can work towards simple goals.
Reception	3	Cooperative: Generally follows routines; works and plays cooperatively.	Participant: Focuses during whole-class discussions; participates in 1-to-1 talks.	Sufficient: Shows independence in activities; holds a pencil effectively.	Inquisitive: Asks questions to clarify understanding; retells stories.	Active: "Has a go" at investigations; keeps on trying if difficulties met.
—	2	Building: Starting to regulate behaviour; understands reasons for rules.	Responsive: Starting to offer explanations for why things happen; interactive.	Motor Focused: Starting to use small tools (scissors) with care.	Clarifying: Listens and responds to what they hear with relevant questions.	Emerging: Learning to manage thoughts and feelings with adult support.
Nursery	1	Initial: Learning to follow simple instructions; beginning to show interest.	Attentive: Beginning to listen attentively during stories; uses new vocabulary.	Supported: Manages basic hygiene with support; explores things with guidance.	Interactive: Responds to adult modelling; echoes back what is said.	Safe: Learning to be safe and healthy; begins to follow complex instructions.