		Perseverance	Noticing	Questioning	Making Links	Reasoning	Imagining	Capitalising	Listening	Collaboration	Planning	Refining	Meta Learning
		Keeping going	Looking carefully	Finding out	Making connections	Thinking logically	Thinking differently	Using resources	Listening carefully	Learning together	Thinking ahead	Making improvements	Thinking about learning
They can't not do this	5	they have got plenty of	They are always on the lookout for patterns in the details so that they can understand things better.	They just can't help asking penetrating questions that try to get to the heart of the matter.	They are always seeking out new experiences, recognising that their knowledge and understanding is always changing and reorganising.	They instinctively apply high level reasoning to construct and present persuasive argument and to spot flaws in other lines of argument.	They challenge what other people are thinking or doing to create innovative, novel and unexpected outcomes. Their imagination is always switched on and ideas bubble up freely.	They use and adapt a complex mix of resources / strategies to help they do a job well.	They listen carefully beyond the words in order to pick up messages between the lines and then respond empathetically.	They are willing and able to take on just about any role in a team. They are careful to analyse how the team performed and how they could improve.	They plan just about everything they do and they are able to use quite complex planning tools to track and make sure it all works.	They challenge themselves to make continuous improvements in everything they do.	Whatever they are learning they use the knowledge they have gained about themselves as a learner to control and monitor what they need to do to achieve the desired results.
They make sure they	3 4	make sure things get done	They keep focused on the details and so can they spot trends or patterns, and recognise irregularities or things that don't seem to fit.	They plan out a series of questions to make sure that they achieve the results they want and so that they don't avoid asking difficult or challenging questions.	They realise that what they know and how they know it isn't fixed for ever and they are beginning to understand things differently by regrouping or re-classifying what they know.	They try to avoid false arguments or unjustified certainty, particularly when looking for alternative solutions.	They rehearse actions in their mind before actually doing you. This helps them achieve a better performance in reality. They follow little ideas at the back of their mind to gain a deeper understanding.	They delve deeply into reference resources and work alongside knowledgeable others to find the best resource for the job.	They are happy to consider different points of view and use open ended questions to help themselves get closer to understanding their meaning or sense.	They manage conflict and build consensus in a team, suggesting ways in which the team might act differently to improve.	They design their own goals, objectives, success criteria and milestones and always plan to eliminate possible setbacks.	When things aren't working they question why or think outside the box to detect errors and improve things. They are not afraid of restarting/ re-thinking or changing direction.	They distil and refine their ideas, or ways of doing things, so that they make sense to themselves and other people
They see why	3	difficulty is good for them. They are curious about mistakes they make, and	They have become more interested in and curious about things because they are using careful noticing skills.	They know that asking good questions well offers themselves a big advantage. They eagerly dig deeper and work out whether something is factually sound.	They know why it's useful to see and make connections. they realise that what they know is always growing and changing.	They see why thinking logically is useful. So, they ask themselves how they could tell if something were true and look for evidence to support their thinking. But, they are not always right.	They know that it's in their interest to think differently / imagine and they are able to suspend reality and just go for it.	They make best use of what and who is around them, and realise that it is in their interest to do so.	They listen attentively for the speaker's intentions, for their emotions and for any possible mixed messages.	They know that it's in everyone's interest to work effectively as a team and they contribute positively to making realistic team plans.	They always think ahead of taking any action because they know that it helps them to achieve success.	They monitor how they are doing and evaluate how they have done something.	They think about how they are learning because they know that it helps them to build and organise their ideas.
	3		They like to explore and pick out things that are curious or different or unusual and when they do they can focus patiently for a long time.	They ask questions about the answers they find on the internet to find out even more. They use 'what if' type questions to explore hunches.	They see connections across different subjects by finding analogies, connecting new and previous learning and saying 'This reminds me of it's like'	They enjoy being able to prove things and are always looking for justifiable evidence to support their thinking.	They put themselves into a dreamlike state, letting their mind run free. They play with ideas and visualise what they want to achieve.	They deliberately and carefully select and combine ideas, resources and strategies when necessary and access them independently.	They paraphrase the speaker's messages accurately in their own words. This helps them to clarify what is being said.	They readily share, build on and improve their own and other's ideas, and if some people feel unsure they help to build their confidence	They set themselves manageable goals but they are willing to change these to suit new circumstances.	They edit their work effectively as they go along and think about why they have done things a certain way and whether it's up to scratch.	They know they are becoming a better learner because make sure they use tools to help themselves get better at things like thinking carefully or creating ideas, or changing their mind.
They will try		When they think they can do things to achieve a goal they put in lots of effort to work out why they are stuck.	For things that they know about they look out for things that are the same and the things that are different about them.	They are careful about how they ask questions of other people (the hints they use, the emphasis they put on things) and this helps them to build good relationships with others.	They understand and make sense of things by: putting the new learning into their own words; summarising or paraphrasing accurately; relating it to past experiences.	They justify the 'what' and 'why' of their thinking. They try guesses, speculation, conjecture and pattern spotting.	They pull ideas together and turn 'what is' into 'what could be'.e.g. they mix known concepts and ideas to make new combinations.	They independently decide on the strategy they wish to follow and the resources they shall need.	They listen for different purposes e.g. the main points or golden nuggets of information, to judge the quality of the ideas, or to listen with curiosity and respect.	They contribute positively to setting agreed, realistic goals for the team and offer relevant comments to build ideas.	When planning their learning they make sure they think about what needs to be done, in what order and what resources are needed.	They have overcome any fear of mistakes and use several different sorts of checks to make sure they are on track.	They check that their goals and plans are realistic and play to their learning strengths.
	2	When they get stuck they stay positive because they know to expect more risks in more challenging activities.	They do sometimes get distracted but they know what triggers this and they now think positively to help keep themselves focused.	They use open questions to stimulate rich and broad responses and they look out for details in the answers they get.	Talking about the ideas / concepts involved in a subject helps them to make sense of what they are learning.	They ask themself: 'Is this the right answer to this question?' 'Is this because?' I reckon it's' They can justify but they can't prove things yet.	They build their imagination by gathering ideas from stories, myths, fairy tales that break the rules of reality.	They are learning how to select the right or most appropriate resource to help their learning. It might be a strategy to solve a problem or a tool they make good use of.	They listen carefully to try and identify: the big idea; the main points; more information about the idea.	They willingly take on different jobs in a team and are open to feedback from team members on how they are doing.	They set their own short term goals and check how they are doing against objectives when given opportunity to do this.	They ask themselves whether something is on the right lines and amend things unprompted to achieve the right standard.	Whenever they are learning something they ask themself: what do I know? what do I need to know? how am I going to come to know it?
Show them / Tell them	1	beginning to tackle more	They usually notice things well enough to be able to describe what they observe to other people.	When they are told to they can use a book index and/or a search engine to help search for information.	They use note taking or highlighting or mnemonics to help themselves remember facts and definitions.	They can compare and contrast things and look for causes and their effects.	They imagine themselves as other people with different lives. They have been helped by reading stories and watching films.	They watch and listen to how other people do things and the resources they use.	They listen carefully to their friends to show them that they are interested in what they have to say and that they value their opinions.	With support from the teacher they help to work out the team goal and what they need to do.	They decide, with the help of a teacher, just what they want to achieve and how to go about it.	They always use and check the criteria given by the teacher as a guide to improving what they do.	They improve themselves as a learner by asking themselves whether they have done something like this before and what they did then to succeed.
	1		They like to notice things they enjoy, but they need help to notice things they are not familiar with.	When they are told to they use closed questions to find out factual information.	Their teachers and other people help them to build up what they know about things and how they are linked.	With support they ask themselves what they are thinking but can't explain why they think it. They ask 'does this go with that? Is this the same as that?'	They use things they have seen and done to help themselves play, pretend and imagine things in their head.	They look for useful learning resources and materials when they are told / guided to do so.	They take turns in talking to other people and keep eye contact with them to help them make sense of what is being said.	They take turns and listen carefully when they are told to and need encouragement to share their own ideas.	They will follow a short plan of action for how to do something when it's given to them by the teacher.	They think about retrying or re-doing something when prompted to by the teacher.	They talk about how they are learning and can learn from other people when given help by their teacher.
They can't / they		They just get distracted or give up when they don't know what to do.	They find it hard to pay attention and they tend move quickly from one thing to another.	They don't know how to find things out for themselves so they need people to tell they things. They don't like asking questions in case people laugh at them.	They never think about how facts / information might fit together.	They don't know how to explain what they are thinking or why they are thinking it.	They don't know what their imagination is and don't know when they are using their imagination.	They need other people to tell them what strategy or resource they need to use to help them learn.	They can listen to people and hear what they say but don't know how to listen carefully.	They can be with other students but don't know how to work with them to get things done.	They rush ahead with the first idea that comes to mind and don't think about what might happen.	They just do things without thinking about whether it's good enough or how it might be improved.	They don't know anything about how they learn.