

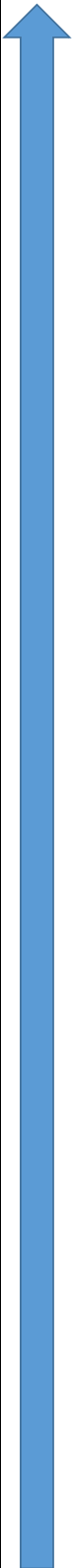
		Perseverance		
		Keeping going	Questions you might ask	The secure criteria
I can't not do this	5	You are always confident to take on tricky tasks or challenging work because you have got plenty of strategies to deal with any difficulties.	ASK: 'Can you give me some examples of a particularly tricky task you have undertaken recently? What inspired you to tackle it? What difficulties did you face, and how did you overcome them? How did you remain confident that you could succeed?'	Secure criteria. Students are now able to explain the strategies that they have at their command for dealing with and resolving difficulties. Critical here is that the Student is confident that they can take on challenge and be successful, and that they thrive on doing so.
I make sure I do	4	You organise yourself to make sure things get done and you are not put off when people try to discourage yourself.	ASK: 'Can you give me some examples of how you make sure that you get things done? How do you keep going when others might be tempted to give up or discourage you? Do you see yourself as a completer / finisher?'	Secure criteria. Students are now able to explain how they organise themselves to get the job done, how they deal with setbacks or discouragement, and how they like to see things through to a conclusion.
I see why	3	You just know that persevering and overcoming difficulty is good for you. You are curious about mistakes you make, and use feedback so you can improve.	ASK: 'Do you tend to get curious about the mistakes you make, asking yourself why they happened? Tell me about a mistake you made recently and what you learned from it. [E.G. Forgotten the next step in a process. Tried something that didn't work. Didn't understand the problem/objective/goal. Didn't know which possible remedy to choose] Do you have this level of interest in improvement most of the time, some of the time or hardly ever?'	Secure criteria. Students now show a genuine interest in how they are learning and that that interest in learning itself is enabling them to become a better learner. Here the interest is on overcoming mistakes and getting the most from feedback.
	3	You sort out the purposes and outcomes of a task and learn from any setbacks you come across.	ASK: 'How do you sort out what you need to do in a task? if you come across a setback what do you do about it? [EG ask themselves. What is the challenge about? what is it asking me to do? have I seen one like this before? how did I do that one? were there any tricky bits? can I remember how I tackled them?] Do you have this level of awareness most of the time, some of the time or hardly ever?'	Secure criteria. Students are now showing that most of the time they are able to clarify what learning tasks are about and anticipate setbacks they could encounter. They should be able to talk fluently about practical strategies they have to deal with setbacks.
I will try	2	When you think you can do things to achieve a goal you put in lots of effort to work out why you are stuck.	ASK: 'What does 'making an effort' mean? [E.G. trying different ways to solve a problem, using unsticking strategies] Tell me about a time when you were stuck - can you explain why you were stuck? What sort of mistakes have you stopped making this week/recently? Do you have this level of awareness most of the time, some of the time or hardly ever?'	Secure criteria. Students now show that they understand the meaning of effort and clearly apply it to tasks they have weighed up as being achievable. They are also aware of how to get out of trouble in learning i.e. mistakes or being stuck.
	2	When you get stuck you stay positive because you know to expect more risks in more challenging activities.	ASK: 'Do you sort of know when a task/activity is doable for you? Do you ask yourself why you are stuck? Are you aware of which tasks are a bit riskier and what you could do about it? Are you like this most of the time, some of the time or hardly ever?'	Secure criteria. Students are now showing some forethought when tackling challenges. The weighing up of the risks of a challenge should be a conscious process and happening most of the time.
Show me / Tell me	1	You know it's OK to find things hard and so you are beginning to tackle more challenging tasks.	ASK: 'What sort of things do you find hard? Is it OK to find things hard? Do you think 'great I'll learn something new now' OR 'Oh dear, this is too hard for me?' What makes you try and tackle a harder task? Are you like this most of the time, some of the time or hardly ever?'	Secure criteria. Students are now showing a lack of fear in learning something new and show themselves to be unafraid of difficulty/challenges. They still need some adult support to maintain focus, but beginning to show willing to take more responsibility.
	1	When you get stuck or make mistakes you use prompts / resources that the teacher suggests.	ASK: 'What do you do when you find something tricky or you've made a mistake? What sort of things help you through? [E.G. ask a friend, use prompts around the classroom, ask your teacher.] Or do you tend to just give up?'	Secure criteria. Students are now aware of where to look for prompts in and around the classroom and are willing to use these when suggested by others most of the time.
I can't / I won't		You just get distracted or give up when you don't know what to do.	ASK: 'What seems to get in the way of your learning? What sorts of things get in the way? [e.g. distractions, unaware of what to do] Are you like this even when your teachers suggest what you might do? Are you like this most of the time, some of the time or hardly ever?'	Secure criteria. Students are likely to remain in this phase as long as they give little or no indication of trying to do something for themselves and fail to realise they are part of the learning process.



		Questioning		
		Finding out	Questions you might ask	The secure criteria
I can't not do this	5	You just can't help asking penetrating questions that try to get to the heart of the matter.	ASK: 'What do you do that makes you think that you are a very curious person? Can you give me a couple of examples of how your questions / this curiosity have led to a deep understanding of the matter in hand?	Secure criteria. Students are very able to explain how their intense curiosity fuels their desire to understand and has become a consistent feature of how they learn.
I make sure I do	4	You plan out a series of questions to make sure that you achieve the results you want and so that you don't avoid asking difficult or challenging questions.	ASK: 'Can you explain to me what you do if you need to ask a potentially difficult / challenging question? How do you avoid possibly causing offence while still pursuing your line of enquiry?	Secure criteria. Students are now able to explain how they organise themselves to ask: the necessary, and even challenging, questions with sensitivity, independently in a wide range of circumstances.
I see why	3	You know that asking good questions well offers yourself a big advantage. You eagerly dig deeper and work out whether something is factually sound.	ASK: 'What's good about asking your own questions? When do you say to yourself 'Do I disagree with this/that'? What makes you wonder about what causes things to happen how they do? Tell me about an example of this.'	Secure criteria. Students must be able not only to ask good questions but also to ensure they check the accuracy and validity of the information they are uncovering.
	3	You ask questions about the answers you find on the internet to find out even more. You use 'what if' type questions to explore hunches.	ASK: 'Do you know about 'question funnels'? What do they help you to do? What makes you stay curious about something? Do you ever change your mind about something you are finding out about?'	Secure criteria. Students now view themselves as 'learning detectives'. They are now able to show they've become genuinely curious about many subjects and they use their skilled questioning techniques to delve into the unknown.
I will try	2	You are careful about how you ask questions of other people (the hints you use, the emphasis you put on things) and this helps you to build good relationships with others.	ASK: 'Are you comfortable about asking other people questions? What's sometimes tricky about that? How might you deal with different points of view? How might you challenge other points of view?	Secure criteria. Students are now very aware of how they ask questions of other people. They are able to pose questions in varying tones and emphasis and be aware that this helps them to build rapport with other people. This phase can take a long time to mature.
	2	You use open questions to stimulate rich and broad responses and you look out for details in the answers you get.	ASK: 'If you want to find out a friend's opinion on something what would you say/how would you go about it? What would you listen for in their response? When might you need to re-phrase your questions?'	Secure criteria. Students are now able to pose open questions in a way that helps them to focus their questioning effectively. They need to be aware of the extent to which their questions have been effective and their search skills must have become more specific and more profitable.
Show me / Tell me	1	When you are told to you can use a book index and/or a search engine to help search for information.	ASK: 'What do you use to find information in a book? What do you do to find information on the internet? Can you give me an example? Are you usually satisfied by what you first find out, or do you go looking for more?'	Secure criteria. Students must be able to use fairly simple search techniques for books or the internet using a range of closed questions. They are still likely to need help with posing generative questions (ones that will get them somewhere).
	1	When you are told to you use closed questions to find out factual information.	ASK: 'What do you think questions are for? What have you found out about recently? Did you do that by yourself or with help from others. What sort of questions are good for finding out information?'	Secure criteria. Students are now able to verbalise different types of closed questions as they try out the point/role of questioning. They are aware of what questions are for and what they help us to do.
I can't / I won't		You don't know how to find things out for yourself so you need people to tell you things. You don't like asking questions in case people laugh at you.	ASK: 'Are you curious about things? What do you like to find out about for yourself? Do you always like someone else to tell you? Tell me about questions. What are they for? Why do we need them? What's your favourite question? What might help you to find some things out for yourself?'	Secure criteria. Some of the negative habits that would keep students in this first phase include; they're unaware that asking questions is an important (even essential) part of learning; they seem not to be inquisitive or are unaware/afraid that they can find things out for themselves. They need encouragement for this.



		Collaboration		
		Learning together	Questions you might ask	The secure criteria
I can't not do this	5	You are willing and able to take on just about any role in a team. You are careful to analyse how the team performed and how you could improve.	ASK: 'Can you give me examples of the different roles you adopt when working in a group situation? Do you enjoy learning as part of a team? Why do you think team working is preferable to working on your own? How would you evaluate the contribution you make to your team? Can you give me examples of occasions when you have analysed, with your team, how the team has performed?'	Secure criteria. Students are able to explain how learning with and from others has become a consistent feature of how they learn. They need to be able to explain how they function as an effective team member and can give examples of how and when they have reflected on / evaluated the team's performance.
I make sure I do	4	You manage conflict and build consensus in a team, suggesting ways in which the team might act differently to improve .	ASK: 'Can you give some examples of times when you have been able to suggest ways in which your team might improve its performance? What were those suggestions? Did your team mates act on these suggestions? Can you describe how you help to resolve disagreements in your team?'	Secure criteria. Students are able to describe occasions when they have made suggestions to improve the performance of the team, and can explain the strategies that they have used to defuse conflict and build team harmony.
I see why	3	You know that it's in everyone's interest to work effectively as a team and you contribute positively to making realistic team plans.	ASK: 'What's more important, your needs or the needs of the group? How do you structure your team plans? What makes them successful?'	Secure criteria. Students are willing and able to set goals that motivate team members by being desirable, achievable and rewarding without input from teachers. Plan should include what needs to be done, in what order, who will do what, how long it will take, success criteria, possible obstacles, when progress will be reviewed.
	3	You readily share, build on and improve your own and other's ideas, and if some people feel unsure you help to build your confidence	ASK: 'How do you keep an eye on how the team is doing? Do you talk about how the team could do better? Do you think of yourself as a good team player? What makes you say that?'	Secure criteria. Students are at least experimenting with different methods of decision making and see the value of it. Controversy and conflict are being seen as a positive key to students' involvement, the quality of decisions and the continuance of the group in good working condition.
I will try	2	You contribute positively to setting agreed, realistic goals for the team and offer relevant comments to build ideas.	ASK: 'What do good team players do? How do you behave as a good team player? Tell me something about how it works. Why do you need each other?'	Secure criteria. Students are now able to set worthwhile and realistic goals acting flexibly in response to circumstances. They will help build ideas by supporting a position with evidence, helping move discussion forward, asking clarifying questions, drawing others into the discussion etc.
	2	You willingly take on different jobs in a team and are open to feedback from team members on how you are doing.	ASK: 'Which team roles have you tried recently? Which team role do you prefer? Why is that? How have you got better at taking on this role? Was feedback from you team members useful?'	Secure criteria. Students are now willing and able to take on different roles in the team e.g. coordinator, idea shaper, resource gatherer, checker/monitor, completer finisher, quality controller. They should be able to say how they have grown in some of these role and how team members helped them to do that.
Show me / Tell me	1	With support from the teacher you help to work out the team goal and what you need to do.	ASK: 'When you are working with your teacher in a group how do you go about deciding/clarifying/identifying what you are trying to achieve? (the team's goal)'	Secure criteria. Students nowt understand what an agreed team goal is and why they are important i.e. they can't work out what they should be doing without knowing what they want/have to achieve. Without having something agreed that they are working towards any team will fail!
	1	You take turns and listen carefully when you are told to and need encouragement to share your own ideas.	ASK: 'What are the most useful things to do when you are working with others in a group/team? What helps you get on well together? Why are those things important?'	Secure criteria. Students are now able to explain that it's important that everyone feels included and accepted; that everyone listens to each other and doesn't talk over people; that everyone offers ideas.
I can't / I won't		You can be with other students but don't know how to work with them to get things done.	ASK: Do you enjoy working in a group, or do you prefer to work on your own? When you are working/learning in a group, do you take part, or do you tend to let others do most of the work?'	Secure criteria. Students will remain in this phase unless they understand that collaboration is about how to learn with other people, as part of a team and it all hinges on social interaction, getting on with each other, respecting others views, bouncing off ideas etc.



		Revising		
		Making improvements	Questions you might ask	The secure criteria
I can't not do this	5	You challenge yourself to make continuous improvements in everything you do.	ASK: 'How do you make sure that you meet your own high expectations? Are you sometimes satisfied with work that is 'good enough', or do you always aim high? Can you give me an example of when you have thought about how you might do it even better next time?'	Secure criteria. Students are now able to explain how and why flexibility and willingness to change in pursuit of excellent outcomes has become a consistent feature of how they learn.
I make sure I do	4	When things aren't working you question why or think outside the box to detect errors and improve things. You are not afraid of re-starting/ re-thinking or changing direction.	ASK: 'What do you do if something is not turning out as expected? Do you tend to stick with your first idea, or are you prepared to consider a complete change of approach? When did you last decide to start something afresh?'	Secure criteria. Students are now able to explain how they organise themselves to make the best of any situation, and can describe what they do to improve if things are not going as expected.
I see why	3	You monitor how you are doing and evaluate how you have done something.	ASK: 'What sort of things do you monitor about yourself as a learner and the learning you are doing? {pleased with re-draft, keep stopping and asking what could be improved, changed plan of action, checked success criteria} What have you done recently that you're proud of and what you learned from how you did it?'	Secure criteria. Students now understand that learning is really all about changing understandings and that mistakes, challenge, being stuck all come within the realm of them changing not failing. Hence they have a greater readiness to re-shape and re-form plans. They may say, 'I've had a better idea so I'll start again'.
	3	You edit your work effectively as you go along and think about why you have done things a certain way and whether it's up to scratch.	ASK: 'What tells you that things aren't quite right? What sort of feelings do you get? {irritation, anger, disappointment, excitement, etc.} Are you more interested in getting something done quickly and good enough or something that you're really proud of but takes you longer?'	Secure criteria. Students are now stepping outside the box and asking themselves whether they could do something in a different way. They realise that if learning isn't going well it's OK to change their plans or amend their approach. They say 'OK that failed, what could I do instead? 'I think I've done enough tinkering around with this now.'
I will try	2	You have overcome any fear of mistakes and use several different sorts of checks to make sure you are on track.	ASK: 'How do you feel if you make a mistake? What do you do about it/them. What do you do to keep yourself on track? What sort of feedback helps you most?'	Secure criteria. Students are now looking at and checking what they are doing with a self critical eye and beginning to generate their own standards. Mistakes are seen as opportunities to improve. They ask themselves 'Is this the best it can be?' and seek and welcome constructive feedback from others.
	2	You ask yourself whether something is on the right lines and amend things unprompted to achieve the right standard.	ASK: 'What sort of things do you say to yourself to keep yourself on track? What does 'on track' mean to you/in your classroom?'	Secure criteria. Students are now able to self monitor how things are going, keeping an eye on the goal, making sure things are on track and making improvements along the way. They may say, 'Is this going OK?'; 'Am I satisfied with this?'.
Show me / Tell me	1	You always use and check the criteria given by the teacher as a guide to improving what you do.	ASK: 'How do you know when piece of learning is OK. What do you look out for? What do you do about it if what you've done is a bit wonky?'	Secure criteria. Students are now aware of the student-friendly learning target/success criteria that are associated with any piece of learning. Starting from 'where they are' students meet their targets at their own pace.
	1	You think about retrying or re-doing something when prompted to by the teacher.	ASK: 'What do you look out for when you've finished a piece of learning? What tells you it's OK? How do you feel if your teacher asks you to go back and make some improvements?'	Secure criteria. Students are now regularly checking over their learning because they are expected to by their teacher. They are beginning to reflect on how they are doing against criteria set for them by others.
I can't / I won't		You just do things without thinking about whether it's good enough or how it might be improved.	ASK: When you finish something, maybe a painting or some writing or some number work, do you ever go back and check if it's right or if you could do it better? If you don't want to check on things, why do you think that is?'	Secure criteria. Students are likely to stay in this phase until they become aware of doing things well or doing things differently. In this phase they are doing something for the joy of doing it, external standards are not yet a feature of their world.

