

		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.

