

A 'Best-Fit' Model for High Performance Learning at Alec Hunter

High Performance Learners are:	Platinum	Gold	Silver	Bronze	Not meeting standard
Self-Managers	<ul style="list-style-type: none"> Independent, resourceful. Reflective and seeks feedback to improve. Consistently well-organised and equipped to learn. 	<ul style="list-style-type: none"> Developing as an Independent learner. Responds well to feedback and acts on advice. Works hard to be well-organised and equipped to learn. 	<ul style="list-style-type: none"> Beginning to show independence if learning is within comfort zone. Listens to feedback and will act on some of the advice. Mostly well-organised. 	<ul style="list-style-type: none"> Often dependent on support in lessons from teachers or others. Is more interested in the result rather than feedback to help improve. Sometimes disorganised. 	<ul style="list-style-type: none"> Resists working independently and lacks initiative. Regularly repeats mistakes in their work. Work is often incomplete and disorganised.
Motivated	<ul style="list-style-type: none"> Highly motivated. Strives to be the best they can be in all they do. Homework and revision is consistently of a high standard. 	<ul style="list-style-type: none"> Well-motivated in lessons. Sets high standards for themselves. Completes all homework and revision set to a good standard. 	<ul style="list-style-type: none"> Displays good commitment to learning. The standard of work is generally acceptable. Homework and revision are mostly completed. 	<ul style="list-style-type: none"> Inconsistent levels of motivation. Can set lower standards for themselves than they are capable of. Sometimes homework or classwork is incomplete. 	<ul style="list-style-type: none"> Lacks motivation to succeed or appears disinterested. Often gives up easily, particularly following any challenges or failures. Homework and classwork are regularly incomplete.
Articulate	<ul style="list-style-type: none"> Confident, coherent communicator Collaborative and thrives when working with others, often taking on a leading role. Uses academic language to a high standard showing understanding of the purpose of speech. 	<ul style="list-style-type: none"> Actively engages in all classroom discussions. Works well with others. Developing confidence to use some academic language and the right level of formality in discussion and written work. 	<ul style="list-style-type: none"> Participates in some classroom discussions. Could interact more with others and in groups. Growing in confidence as a communicator and beginning to consider the way they speak (their language register) in relation to their audience. 	<ul style="list-style-type: none"> Prefers to let others participate in classroom discussions. Passive with collaborative work. Struggles to modify their language register in relation to their audience. 	<ul style="list-style-type: none"> May display disruptive behaviours that impact the learning of others. Talk is often unproductive in group work. Can refuse to participate with others or when questioned by the teacher.
Risk Takers	<ul style="list-style-type: none"> Relishes the challenge involved in new and difficult learning. Never gives up and embraces opportunity. 	<ul style="list-style-type: none"> Does not shy away from challenge and will usually give things a go. Good levels of resilience to bounce back when things are hard. 	<ul style="list-style-type: none"> Will try new challenges but can give up or lose enthusiasm if the task is too difficult. Growing in resilience but often struggles to persevere. 	<ul style="list-style-type: none"> Will tend to stay within comfort zone. Is sometimes put off by potential failure and will sometimes give up or not attempt the work due to a fear of getting it wrong. 	<ul style="list-style-type: none"> Will refuse to do the work if it is too hard which can lead to disruptive behaviours. Does not respond well to help from the teacher or others.
Thinkers	<ul style="list-style-type: none"> Relentlessly curious and innovative. Thinks critically and analytically. Supports conclusions with deep knowledge. 	<ul style="list-style-type: none"> Will often ask pertinent questions. Frequently creative, analytical or innovative. Often thinks critically and can reach own opinions through reasoning. 	<ul style="list-style-type: none"> Engages in learning that interests them. Sometimes creative, analytical or innovative. Can accept information at face value. 	<ul style="list-style-type: none"> Focus is inconsistent. Work often lacks deep thought or creativity. Fails to enquire and regularly accepts information at face value. 	<ul style="list-style-type: none"> Shows little interest in the subject. Little effort or thought given to learning. Fixed thinker and not open to new ideas.

High Performance is a Behaviour