

TSAT Learner Level Descriptors

Level 9	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<p><i>Outstanding level of independence – an accomplished and sophisticated learner.</i></p>	<ul style="list-style-type: none"> • The learner independently engages in improvement strategies – university libraries, external courses, lectures. • The learner engages in feedback dialogues with teachers and peers and asks meaningful questions to improve responses – there is a clear and identifiable impact of this. • The learner is a role model in and out of the classroom. 	<p>Sets and modifies goals to suit the context of their learning.</p> <p>Always maintains concentration and engagement across sequences of lessons, however challenging.</p> <p>Prepared to put off immediate short term gain for greater long term success.</p>	<p>Knows and applies proven strategies when planning and preparing for formal assessments (e.g. re-writing notes, accessing and completing past papers and reading revision guides and textbooks).</p>	<p>Automatically and consistently reflects upon and utilises feedback.</p> <p>Asks meaningful questions to develop and consolidate learning.</p> <p>Is utterly driven - feedback is the fuel for their success.</p>	<p>Regularly engaged in effective group work, developing and consolidating their own work and the work of others.</p> <p>Able to maintain sophisticated and wide-ranging discussion in an accomplished way.</p>	<p>Values education and sees it as a means to self-improvement.</p> <p>Shows respect towards staff and peers.</p> <p>Makes a sustained contribution to the life of the school.</p>

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Level 8	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<p><i>Highly independent – a sophisticated and impressive learner.</i></p>	<ul style="list-style-type: none"> • The learner demonstrates unswerving focus, particularly during challenges. • The learner demonstrably uses successful strategies to improve learning – folders/course notes are impeccable and have been clearly revisited. • The learner supports others to improve. 	<p>Sets goals that are challenging, realistic and achievable by reflecting on previous outcomes and uses this to regulate motivation and engagement with the task.</p> <p>Regularly maintains concentration and engagement across sequences of lessons, however challenging.</p> <p>Prepared to put off immediate short term gain for greater long term success.</p>	<p>Understands and applies proven strategies when planning and preparing for formal assessments. (e.g re-writing notes, accessing and completing past papers and reading revision guides and textbooks).</p> <p>Applies a range of strategies to consolidate and reinforce, committing learning to memory.</p> <p>Engages in recommended reading and evidence of this reading is present in their work.</p> <p>Demonstrates effective time management skills that reflect the academic calendar and can balance external commitments.</p>	<p>Automatically reflects upon and utilises feedback.</p> <p>Constructs and asks meaningful learning questions to deepen learning and understanding.</p> <p>Applies personalised learning strategies to optimise success.</p> <p>Is focused on success and consequentially is able to control emotions.</p>	<p>Regularly engaged in effective group work, developing and consolidating their own work and the work of others.</p> <p>Shapes the direction of talk, responding with flexibility to develop ideas and challenge assumptions.</p>	<p>Values education and sees it as a means to self-improvement.</p> <p>Shows respect towards staff and peers.</p> <p>Has a positive attitude towards all aspects of school life.</p>

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Level 7	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<p><i>Highly independent and proactive.</i></p>	<ul style="list-style-type: none"> • There must be evidence that the student is engaging with extended reading and/or research. The learner is going beyond the materials given out in lessons. • The learner demonstrably improves work through engaging with feedback. • The learner is a leader in discussions and values other learners. • The learner models learning behaviours. 	<p>Sets challenging goals and modifies them according to the level of success achieved.</p>	<p>Regularly uses a variety of resources to enhance and refine their work. Values the drafting process.</p> <p>Chooses to enhance learning through extended reading.</p>	<p>Demonstrates the skills to review their performance in formal assessments and trial exams and modifies how they plan and prepare in the future.</p> <p>Knows what they need to do to develop as a learner and the actions they need to take to improve.</p> <p>Applies personalised revision and learning strategies.</p>	<p>Uses various methods of enquiry (e.g. asking different kinds of questions for different learning) to aid their understanding during group, paired, or class discussion.</p> <p>Values the contributions of others and builds on them to move the discussion forward.</p> <p>Takes on more of a leadership role to drive the learning in group or pair situations.</p>	<p>Knows how their development as a learner contributes towards lifelong learning and future destinations and encourages others to view learning in the same way.</p> <p>They are a consistent role model.</p> <p>Shows respect towards staff and peers.</p>

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Level 6	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<p><i>Showing high levels of independence.</i></p>	<ul style="list-style-type: none"> • The learner <u>always</u> completes homework and assignment deadlines. • The learner engages with feedback and is ambitious and keen to do well. This is evident in lessons. The learner will ask questions about their feedback. • The learner organises their own exercise books/folder demonstrating attention to detail. • Homework and classwork shows evidence of preparation and planning. • The learner is inquisitive and asks questions. They carefully consider the responses of their peers. 	<p>Sets challenging goals and works hard to achieve them.</p>	<p>Works to routinely meet deadlines and is focussed on the assessment objectives.</p> <p>Is developing a greater range of enquiry-based skills.</p> <p>Demonstrates the skills required to plan and consolidate their learning and prepare for formal assessments.</p>	<p>Thoroughly engages in all forms of feedback to deepen understanding of their own next steps in learning.</p> <p>Seeks further feedback when necessary to deepen understanding.</p> <p>Uses feedback from formal assessments to support revision.</p>	<p>Challenges, develops and responds to what they hear in thoughtful and considerate ways, seeking clarification through apt questions.</p> <p>Analyses and reflects on others' ideas to clarify issues and assumptions and develop the discussion.</p> <p>Identifies useful outcomes to help structure discussion through purposeful contributions.</p>	<p>Is absorbed in learning and is a role model for others.</p> <p>Is inquisitive and shows an enthusiasm to independently deepen understanding.</p> <p>Shows respect towards staff and peers.</p>

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Level 5	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<p><i>Consistently independent, resilient and reflective.</i></p>	<ul style="list-style-type: none"> • The learner usually complete homework to deadlines. • The learner regularly shows resilience – they do not give up in lessons when faced with challenges. • The learner’s exercise books/folders are well organised demonstrating attention to detail. • The learner responds to teacher feedback and can identify areas for development in self-reflection activities or when directly asked. 	<p>Regularly shows grit and determination to achieve success.</p> <p>Perseveres over a series of lessons to build on learning strengths and to consolidate improvement steps.</p>	<p>Independently plans learning tasks such as essays, written responses, project work or experiments.</p> <p>Can organise work logically and coherently (e.g. they set out work in a logical order, they store and organise learning. effectively for revision).</p>	<p>Consistently uses feedback to check what they have learned and monitor their own progress and next steps.</p> <p>Can prioritise which areas of their work to address to improve.</p> <p>Understands their strengths as a learner and addresses their weaknesses.</p>	<p>Listens closely and attentively, engaging with what is heard through perceptive responses.</p> <p>Makes significant contributions that move discussions forward.</p> <p>Engages with others’ ideas and feelings, recognising obvious bias or prejudice and referring to precise detail.</p>	<p>Shows a desire to achieve their goals and stays strong in the face of challenges.</p> <p>Is tenacious about their own learning and encourages others to be equally positive.</p> <p>Shows respect towards staff and peers.</p>

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Level 4	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<p><i>Increasingly independent and reflective.</i></p>	<ul style="list-style-type: none"> • The learner makes an effort to complete some homework. • The learner completes tasks assigned to them in lessons. • The learner wants to do well and demonstrates this with maturity in discussions and small group work. • The learner responds positively to contributions from other learners. • The learner reads/listens to teacher feedback and identifies targets and next steps. 	<p>Is prepared to stick at more challenging tasks.</p>	<p>Research skills are becoming more developed.</p> <p>Can think independently and creatively to solve problems.</p> <p>Is becoming a more effective time manager.</p>	<p>Is beginning to be pro-active in response to feedback (e.g. reads and uses feedback even when not formally directed by the teacher to do so).</p> <p>Is beginning to independently understand the strengths and weaknesses they possess as a learner.</p>	<p>Listens sensitively and is able to adapt some responses according to the contributions of others.</p> <p>Makes sustained contributions to group and paired work and discussion.</p> <p>Communicates effectively and is beginning to adapt their mode of communication according to context (e.g. using formal language where needed/ using subject specific terms).</p>	<p>Takes responsible risks and sees failure as a way to learn.</p> <p>Shows self-belief in their ability to learn and is positive about the learning of others.</p> <p>Shows respect towards staff and peers.</p>

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Level 3	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<p><i>Increasingly independent.</i></p>	<ul style="list-style-type: none"> • The learner does not need to be reminded to begin work. • The learner responds to teacher feedback when instructed. • The learner takes care over their work. • The learner listens and values others. 	<p>Sustains motivation for prolonged periods in lessons.</p>	<p>Is a self-starter.</p> <p>Works more independently in and out of the lesson (e.g. 3B4ME) in the classroom and seeks to find the answer for themselves in situations outside the classroom.</p> <p>Uses external resources to help their learning (e.g. MLE, library).</p>	<p>Uses feedback to improve work.</p> <p>With support uses feedback in all its forms (marking, verbal feedback and tracking) to develop an awareness of how they learn.</p>	<p>Responds positively to what they hear (e.g. by making helpful requests for explanation and further detail).</p> <p>Makes specific, relevant contributions to group and paired work and discussion.</p> <p>Allows others to express ideas, or points of view that may differ from their own.</p>	<p>Takes pride in their work and celebrates the work of others.</p> <p>Is inquisitive and shows an interest in learning.</p> <p>Is tolerant of other's views and opinions, accepting individual differences.</p> <p>Shows respect towards staff and peers.</p>

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Level 2	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<i>Dependent but compliant.</i>	<ul style="list-style-type: none"> • The learner is usually ready for learning by being on time with the correct equipment. • The learner occasionally contributes to small group/whole class discussions. • The learner occasionally produces work with care. 	<p>Shows a good level of motivation to learn.</p> <p>Engages in learning for short periods of time.</p>	Punctual and prepared for learning.	<p>Uses feedback to improve work.</p> <p>Can talk about how they learn with prompts or support from the teacher (e.g. Blob trees).</p>	<p>Responds to what they hear, showing some interest, including non-verbal reactions.</p> <p>Makes brief, occasional contributions and general statements in group and pair situations.</p> <p>Follows central ideas and raises straightforward questions.</p>	<p>Shows an enthusiasm for learning.</p> <p>Values other peoples' contribution to learning.</p> <p>Can act in a trustworthy and responsible manner.</p> <p>Shows respect towards staff and peers.</p>
Level 1	Limiting Judgements	Resilience	Resourcefulness	Reflectiveness	Reciprocity	Respect, Values and Attitudes
<i>Dependent, disorganised but willing.</i>	<p><u>With direction</u> the learner can periodically:</p> <ul style="list-style-type: none"> • Arrive on time. • Be equipped for learning. • Engage in learning tasks. • Respond to direct feedback and intervention. 	<p>Periodic engagement with learning.</p> <p>Responds to motivation from the teacher inconsistently.</p>	May need support with preparation for learning (with equipment, time keeping, getting started etc).	Can respond to feedback with guidance.	<p>Is developing listening skills.</p> <p>Can respond in pair, group, or class discussion when prompted.</p> <p>Demonstrates that they have absorbed straightforward information when working with others.</p>	<p>Sometimes shows enthusiasm for learning.</p> <p>Can behave in a kind and generous way.</p> <p>Shows respect towards staff and peers.</p>

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Typical rates of progress through the Learner Levels

Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13		
1	2	3	2	3	4	3	4	5	4	5	6	5	6	7	6	7	8	7	8	9

Overview of LLs

