

Novice ATL (frequent teacher prompts /support required for key aspects of learning)	Capable ATL (largely independent but some aspects of learning require additional teacher prompts/support)	Expert ATL (very independent with good learning habits fully in place and automatic allowing more focus on improving quality of output)
<ol style="list-style-type: none"> <li>Engages with retrieval practice with prompts from the teacher. High levels of monitoring are needed to ensure that feedback is used to improve answers.</li> <li>Is occasionally prepared to struggle with thinking but is overly reliant on the teacher when stuck.</li> <li>Requires some additional structure and support to start and sequence of written work. Requires prompting and support to select and use appropriate planning strategies before writing.</li> <li>Homework is usually handed in on time, being completed to a basic standard.</li> <li>Sometimes voluntarily contributes ideas and thoughts to discussion but needs targeted scaffolding from the teacher to do this more frequently and develop confidence.</li> <li>Demonstrates effective active listening when cued in by the teacher but can struggle to do this independently. Teacher instructions and explanations sometimes need to be repeated.</li> <li>Can focus and sustain attention for short periods of time and is able to extend this with support</li> <li>Response to feedback to improve learning output requires individual support and close monitoring, resulting in slower progress.</li> <li>Needs additional support and scaffolding to monitor and evaluate own learning and progress.</li> <li>Can select and apply appropriate taught learning strategies with prompts.</li> <li>Periodically shows high levels of motivation but levels of motivation and not always enough to meet targets.</li> </ol>	<ol style="list-style-type: none"> <li>Always engages with retrieval practice independently. Feedback is used to improve answers but not always to the depth needed for greater understanding.</li> <li>Is prepared to struggle with thinking and has self-strategies which are used when stuck,</li> <li>Starts written work independently and can develop this with a clear structure/sequence with minimal teacher support. Can independently select an appropriate planning strategy from memory and use it before writing.</li> <li>Homework is always handed in on time, being completed to a good standard that shows more depth of thinking.</li> <li>Regularly voluntarily contributes ideas and thoughts to discussion with confidence and no need of prompting.</li> <li>Demonstrates good active listening and very rarely needs to be cued in by the teacher. Responds to teacher instructions and explanations immediately and usually processes them effectively.</li> <li>Focuses and sustains attention for longer periods of time in line with age-related expectations and has self-strategies to re-focus attention when distracted.</li> <li>Response to feedback to improve learning output is mostly independent, resulting in more consistent progress.</li> <li>Has good levels of self-regulation giving a more independent ability to evaluate their own learning and progress, although this is not always accurate.</li> <li>Can use appropriate taught learning strategies with minimal teacher support.</li> <li>Shows consistently high levels of motivation to meet targets.</li> </ol>	<ol style="list-style-type: none"> <li>Always engages with retrieval practice answering with depth and detail. Elaborates fully during feedback so that there is a rich connecting of ideas.</li> <li>Is prepared to struggle with thinking and shows high levels of resilience. Strategies to support thinking are automatic and sophisticated.</li> <li>Easily initiates written work and is completely independent in structuring/sequencing written work. Can apply a range of planning strategies to match the demands of the task.</li> <li>Homework is always completed to an excellent standard with great depth and often evidence of further reading or research.</li> <li>Always contributes ideas and thoughts to discussions. Often supports learning by extending the ideas offered by other students.</li> <li>Demonstrates excellent active listening. Independently identifies and responds to cues. Responds to teacher instructions and explanations immediately and always processes them effectively.</li> <li>Focuses and sustains attention for extended periods of time independently beyond age-related expectations and uses strategies manages distraction very effectively.</li> <li>Response to feedback to improve learning output is very independent, resulting in accelerated progress</li> <li>Has very high levels of self-regulation and is highly independent in their ability to accurately evaluate their own learning and progress.</li> <li>Independently selects and uses a wide range of taught learning strategies matching strategies effectively to the task demands</li> <li>Shows consistently high levels of motivation and a drive to meet or exceed targets.</li> </ol>