How to Behave! (VAAs)

High Performance Learning

		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Empathetic	Collaborative	• I can talk in small groups • I can listen to others when working as part of a group • I can ask questions to others in my group	• I can explain my ideas when working in a group • I can listen to and understand the ideas of other people • I can understand suggestions from others in my group	• I can explain my ideas to my group and my class • I can explain collaboration to other children in school • I can see how collaboration is useful with my learning	• I can adapt my opinion to sort issues and help the group progress • I can take on a different role in a group task to make sure the whole group succeeds and the task is achieved	• I can present to other children in school and outside school • I can encourage others to be collaborative in a group • I can spot the strengths of others and give them a role in a group to complete the task
	Concerned for Society	• I can recognise the difference between right and wrong • I am aware of others in school and in the community	• I can help others in class and around school • I can understand why we need to look out for others and why change is needed • I can think of ways to help others in school and the community	• I can take part in projects in class and across school where I look out for others • I can work with others to take part in tasks and projects • I am beginning to understand that everyone in the world has human rights (we are free and equal)	• I have an opinion of some events around the world and can discuss these with others • I can understand the difference between human rights and the fact countries have laws • I can appreciate the diverse world we live in	• I help others in school and also the wider community (e.g. charity) • I can understand how different circumstances can affect someone's belief • I can challenge when I feel something is wrong and think about the needs of people in the future when making a decision
	Confident	• I can realise there are things I understand and somethings I do not understand • I can admit my mistakes and learn from them	• I can explain my knowledge and understanding of something • I can listen to the ideas of others	• I believe in my knowledge, understanding and ideas • I can discuss my beliefs, ideas and behaviour with others • I can deal with new challenges and situations	• I can explain what I believe in, my ideas and behaviour • I can understand when I need to change my belief, idea or behaviour based on something I've learned • I enjoy a new challenge or situation!	• I can reflect on my knowledge, understanding and ideas following a new experience and discussion with others • I know when to change my ideas and understanding when I have thought about new information • I look out for new challenges and experiences!
Agile	Enquiring	• I am beginning to ask and answer questions about my learning • I can remember my new learning	• I can identify questions linked to my learning • I can carry out research and collect information • I can understand that some information is more useful than other	• I can understand different types of research • I can identify which information is useful and which is not • I can understand different viewpoints and challenge some information	• I can explain how I have researched something and why I chose that method • I can begin to teach others how to research knowledge • I ask questions in class when I want to develop my understanding further	• I can identify questions and problems and choose whether it is worth asking or solving them • I can connect my learning from all subjects when asking questions or researching information (enquiry).
	Creative and Enterprising	• I can find a solution to a problem that is set • I am interested in the world around me • I produce my own pieces of work	• I can ask questions about my learning • I try to find my own answers • I am creative when creating my own pieces of work	• I sometimes experiment with new learning • I add my own style to pieces of work	• I am able to add my own style to creative pieces of work • I can adapt my pieces of work to the audience (e.g. creating a poster for children, or writing instructions for adults)	• I am able to create my own solutions to problems • I can create excellent pieces of work in my own style and are very high quality!
	Open-Minded	• I am aware that other people have different ideas and beliefs to me • I am aware that people come from different backgrounds	• I can listen to other people's ideas and belief • I may change my mind based on the ideas (or beliefs) of others • I am interested in other cultures and backgrounds	• I create my own opinion of different ideas and beliefs • I understand the importance of knowing and working with people from other cultures • I change my mind based on evidence from others	• I listen to new information, think about it, and can change my ideas and beliefs as a result • I appreciate other cultural approaches and can form my opinion on their beliefs and ideas	• I look out for new information and the arguments of others so that I can think about their knowledge and understanding • Before I form an opinion, I consider many other beliefs and understandings from cultures and backgrounds.
	Risk Taking	• I know that things we do involve taking a risk • I can talk about risks and how they help me to stay safe everyday	• I think about the positive and negative risk in a situation before making a decision • I enjoy a challenge or a new situation	• I think about my experiences in the past when trying something new • I think about what could happen (positive or negative) when trying something new	• I recognise that we cannot always predict something; some things are unknown! • I take a positive and confident approach to something unfamiliar!	• I take risks in my learning and in different situations, even if I don't know what could happen • I think about whether what I am going to do is safe • I am confident with new challenges and make different decisions based on previous experiences
Hard Working	Practice	• I can repeat something to improve	• I practise something regularly to improve • I understand that practising something can help me in the future • I listen to feedback from others about next steps and how I can improve	• I listen carefully to feedback to help me in the future • I respond to the goals set by others	• I practise independently and regularly • When working in a team, I can set goals for us all to improve • I look back at how I completed a task and ask others for feedback to help me in the future	• I will assess how well I am doing something myself • I will set my own goals to improve • I look for opportunities to ask others for feedback
	Perseverance	• I can work on a task for a long time • I can understand that there may be challenges I must overcome when completing a task	• I understand sticking with a task for a long time can help me with my learning • I know that there may be distractions when I'm learning and that these can have an impact on my work	• I enjoy working on longer tasks when learning • I try to not let distractions impact me learning • I understand that completing a task that takes a long time can be very satisfying!	• I can independently complete tasks and go beyond what is expected of me • I can set myself targets and persevere until I have achieved them	• I accept that making mistakes is all part of learning! I can explain this to others • I have confidence to accept that sometimes I cannot complete a task and some tasks cannot be completed.
	Resilience	• I understand that I can sometimes become frustrated when I complete a task	• I can sometimes complete tasks by myself (independently). • I am beginning to know that I must complete some tasks within a certain time. • I recognise that there are often challenges, which I must overcome, when completing a task.	• I can set my own goals and targets with my learning • I can manage my time and complete most tasks within a given time • I can overcome challenges when completing a task	• I can complete long tasks linked to my learning • I can use strategies to overcome a challenge when completing a task • I overcome frustration to complete a tasks	• I complete long learning tasks independently and confidently • I enjoy challenges when completing a task; I am determined to overcome them, and not let them interfere with my learning!