

# Progression Levels for the Values Attitudes and Attributes (VAAs)

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	
<b>EMPATHETIC</b>	<b>Collaborative</b>	<ul style="list-style-type: none"> <li>talk in small groups and pairs about themselves</li> <li>listen to others in pairs and small groups and present and share their ideas</li> <li>demonstrate their listening skills by asking the speaker questions</li> </ul>	<ul style="list-style-type: none"> <li>clearly articulate their own ideas to the group</li> <li>listen to the ideas of others and reinterpret these ideas in their own words using positive language</li> <li>begin to take on board suggestions from others in the group</li> </ul>	<ul style="list-style-type: none"> <li>present confidently to other groups in the class and classes further down the school about their work</li> <li>recognise the role of others in development of ideas and start modelling the skills of collaboration to younger students</li> <li>see and explain the advantages of collaborating</li> </ul>	<ul style="list-style-type: none"> <li>tailor their presentation to meet the needs of their audience</li> <li>see the value of adapting their views and ideas to resolve issues, achieve shared goals and outcomes and help the group progress</li> <li>are aware that in different situations they need to take on different roles to develop or build on the strengths of others and get the job done</li> </ul>	<ul style="list-style-type: none"> <li>present to groups outside of the familiar and outside of the school</li> <li>develop others in the group as collaborators by putting them in new and unfamiliar situations and not just playing on their strengths</li> <li>know to whom to assign different roles in order to complete a task based on others' strengths and experience</li> </ul>
	<b>Concerned for society</b>	<ul style="list-style-type: none"> <li>recognise the difference between right and wrong</li> <li>develop an awareness of who others are in the school and local community and have an opinion about change</li> </ul>	<ul style="list-style-type: none"> <li>seek to help others in the class, school and local community and willingly participate in group activities to tackle issues</li> <li>have a sense of justice and rationalise why change is needed in simple terms</li> <li>identify projects in the community and suggest possible options to complete them</li> </ul>	<ul style="list-style-type: none"> <li>willingly participate in the community (both local and global), identifying needs and courses of action to meet those needs</li> <li>comfortably work with others to meet those needs</li> <li>begin to have an understanding of human rights</li> <li>develop a stronger sense of justice, drawing on international events</li> </ul>	<ul style="list-style-type: none"> <li>develop critical opinions on global issues and comfortably debate these using evidence</li> <li>adjust personal behaviour to fit belief systems and have a strong sense of their place in the world</li> <li>understand the relationship between the rights of the individual and the laws of society</li> <li>appreciate the benefits of a diverse society</li> </ul>	<ul style="list-style-type: none"> <li>take proactive and direct action to help in the wider community</li> <li>analyse how different circumstances, belief systems and emotions influence events and act independently according to their own belief systems</li> <li>proactively initiate issue-based campaigns</li> <li>challenge injustice and take the needs of present and future generations into account</li> </ul>
	<b>Confident</b>	<ul style="list-style-type: none"> <li>realise there are things they know and understand and things they do not</li> <li>with help, admit their mistakes and learn from them</li> </ul>	<ul style="list-style-type: none"> <li>articulate their knowledge, understanding and ideas</li> <li>listen to the ideas and opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>believe in their knowledge, understanding and ideas</li> <li>enjoy discussing their beliefs, ideas or behaviours with others</li> <li>deal with new challenges and situations</li> </ul>	<ul style="list-style-type: none"> <li>justify their beliefs, ideas or behaviours</li> <li>realise when they may need to change beliefs, ideas or behaviours based on new information or the arguments of others</li> <li>enjoy new challenges and situations</li> </ul>	<ul style="list-style-type: none"> <li>critically reflect on their knowledge, understanding and ideas in the light of new experiences and interaction with others</li> <li>know when to modify their knowledge, understanding and ideas based on their critical reflection</li> <li>seek new challenges and situations</li> </ul>
<b>AGILE</b>	<b>Enquiring</b>	<ul style="list-style-type: none"> <li>begin to develop their natural curiosity</li> <li>identify, with guidance, questions and problems which interest them</li> <li>with guidance, plan to undertake research, and collect, store and organise information relevant to the research</li> </ul>	<ul style="list-style-type: none"> <li>identify questions and problems and justify their interest in them</li> <li>plan and carry out research unaided, and collect relevant information</li> <li>identify the strengths and weaknesses of information and whether it is relevant to their enquiry, with guidance</li> <li>consider different viewpoints on issues, events or problems</li> </ul>	<ul style="list-style-type: none"> <li>identify appropriate research steps and strategies, and begin to refine and modify methods of enquiry</li> <li>realise which information is useful and relevant and communicate analysis in an appropriate ways</li> <li>consider why there are different viewpoints, and begin to make connections between them</li> <li>challenge assumptions and make evidence-based assertions</li> </ul>	<ul style="list-style-type: none"> <li>explain their research techniques to others, describing and justifying the methods they have chosen</li> <li>begin to teach others the skills of enquiry</li> <li>make informed and well-reasoned decisions and require evidence for others' assertions</li> </ul>	<ul style="list-style-type: none"> <li>independently identify questions and problems, justify their interest in them, and critically consider whether they are worth asking and solving</li> <li>use connections from across the curriculum to develop their enquiry, answering questions that are of real value to society both in school and outside.</li> </ul>
	<b>Creative and enterprising</b>	<ul style="list-style-type: none"> <li>explore different solutions to problems that are set for them</li> <li>are interested in the world around them</li> <li>produce pieces of work that are original to them in form or content</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about their own learning and seek ways of finding their own answers</li> <li>create original work that demonstrates good outcomes in terms of quality and suitability for the task set</li> </ul>	<ul style="list-style-type: none"> <li>experiment with unfamiliar approaches or forms and decide on the right ones for the right circumstances</li> <li>develop a sense of their own personal style in the work they create</li> </ul>	<ul style="list-style-type: none"> <li>choose increasingly innovative approaches to solving problems and creating work</li> <li>are able to adapt to a wide variety of purposes and audiences without sacrificing quality</li> </ul>	<ul style="list-style-type: none"> <li>provide original and elegant solutions to complex problems</li> <li>create novel and surprising pieces of work of high quality that are fit for purpose</li> </ul>
	<b>Open-minded</b>	<ul style="list-style-type: none"> <li>are becoming aware that other people may have different ideas and beliefs and come from different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>recognise that other people may have different ideas and beliefs and are prepared to listen to them</li> <li>may change their mind based on the ideas and beliefs of others</li> <li>show an interest in people from other cultures and backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>can take an objective view of different ideas and beliefs</li> <li>become more receptive to different ideas and beliefs based on the argument of others</li> <li>will change their ideas should there be compelling evidence to do so</li> <li>appreciate the benefit of knowing, and working with, people from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>evaluate new information or the arguments of others and are willing to change beliefs, ideas or behaviours based on their evaluation</li> <li>evaluate cultural perspectives by drawing on the views of people from other cultures and backgrounds when forming opinions</li> </ul>	<ul style="list-style-type: none"> <li>seek out new information and the arguments of others in order to reflect critically on their knowledge, understanding and ideas and modify them on the basis of their critical reflection</li> <li>systematically take a considered global stance when approaching new ideas</li> </ul>
	<b>Risk-taking</b>	<ul style="list-style-type: none"> <li>realise that things we do involve an element of risk-taking</li> <li>talk about known risks in everyday situations and ways to approach those risks if they affect personal safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>weigh up positive and negative risks in new situations and suggest different solutions and approaches to those situations based on their assessment</li> <li>confidently approach new and unknown situations, seeing them as a challenge to be faced</li> </ul>	<ul style="list-style-type: none"> <li>try out new ideas in different situations, drawing on previous experience</li> <li>speculate on the outcomes of taking certain risks in unfamiliar situations</li> </ul>	<ul style="list-style-type: none"> <li>recognise that we cannot always predict the outcome of a situation – that some things in life are unknown</li> <li>approach unfamiliar situations positively, and with confidence and acceptance of the unknown</li> </ul>	<ul style="list-style-type: none"> <li>speculate and take risks in a whole variety of situations, known and unknown</li> <li>assess situations in terms of personal safety and wellbeing</li> <li>confidently tackle new challenges and make different decisions based on understanding of previous decisions and mistakes</li> </ul>
<b>HARD WORKING</b>	<b>Practice</b>	<ul style="list-style-type: none"> <li>repeat work in order to improve</li> </ul>	<ul style="list-style-type: none"> <li>practise regularly in order to improve</li> <li>understand the value of practice in improving performance</li> <li>respond to feedback from others about next steps to improvement and how to improve</li> </ul>	<ul style="list-style-type: none"> <li>establish and follow practice schedules</li> <li>seek and respond to feedback on how to improve performance</li> <li>respond to goals set by others for improvements</li> </ul>	<ul style="list-style-type: none"> <li>take responsibility for practising independently and regularly</li> <li>jointly set goals for improvements</li> <li>monitor own performance and seek feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>self-regulate and revise practice schedules in line with improvements</li> <li>set own goals and monitor progress towards them</li> <li>actively seek out ways to improve</li> </ul>
	<b>Perseverance</b>	<ul style="list-style-type: none"> <li>work for extended periods of time on a task with encouragement</li> <li>recognise that there may be obstacles to their progress</li> </ul>	<ul style="list-style-type: none"> <li>work for sustained periods of time and can see the benefits of doing so</li> <li>identify distractions and begin to recognise the effect these might have on their work</li> </ul>	<ul style="list-style-type: none"> <li>are self-motivated to work on extended projects</li> <li>identify distractions and manage them to minimise their effect</li> <li>see the long-term benefits of performing a task to completion</li> </ul>	<ul style="list-style-type: none"> <li>independently plan an activity or project beyond what is asked of them</li> <li>identify and use strategies for setting and meeting personal targets in order to increase personal motivation</li> </ul>	<ul style="list-style-type: none"> <li>recognise and accept that making mistakes is a natural part of learning, and can explain this to others</li> <li>have enough self-awareness and confidence to accept that some tasks cannot be completed</li> </ul>
	<b>Resilience</b>	<ul style="list-style-type: none"> <li>complete tasks with support, recognising some frustrations</li> </ul>	<ul style="list-style-type: none"> <li>learn ways to manage their own time and work towards personal targets they have set</li> <li>complete longer tasks with increasing independence, recognising frustrations that inhibit performance</li> </ul>	<ul style="list-style-type: none"> <li>show greater independence in setting personal goals and targets</li> <li>use time effectively and persist with extended tasks to completion, recognising strategies, overcoming frustration and distractions and seeing the long-term benefits</li> </ul>	<ul style="list-style-type: none"> <li>self-manage extended and complex tasks to completion</li> <li>employ appropriate strategies to complete tasks and consistently overcome frustrations and barriers</li> </ul>	<ul style="list-style-type: none"> <li>select and self-manage extended and complex tasks consistently to completion</li> <li>are deliberately unwilling to allow adversity to prevent them from reaching their goal and are unwavering in their focus on their eventual success</li> </ul>