

| EFFORT IS EVERYTHING   |  |
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| 5<br>Excellent         | <p><b>Effort 5 students:</b></p> <ul style="list-style-type: none"> <li>▪ <b>fully participate</b> in every lesson;</li> <li>▪ are <b>diligent</b> and take <b>great pride</b> in all their work;</li> <li>▪ are fully committed to their own learning and <b>always try their best</b>;</li> <li>▪ show <b>high levels of resilience</b> when the work becomes increasingly difficult;</li> <li>▪ are <b>ambitious</b> and will often seek out more challenging tasks.</li> </ul> |
| 4<br>Good              | <p><b>Effort 4 students:</b></p> <ul style="list-style-type: none"> <li>▪ <b>frequently participate</b> in lessons;</li> <li>▪ <b>take care and pride</b> in the work they produce;</li> <li>▪ are <b>motivated</b> to achieve their best at all times;</li> <li>▪ <b>can show resilience</b> when work becomes more challenging;</li> <li>▪ <b>sometimes</b> seek out more challenging tasks.</li> </ul>  |
| 3<br>Needs Improvement | <p><b>Effort 3 students:</b></p> <ul style="list-style-type: none"> <li>▪ <b>sometimes participate</b> and get involved in lessons;</li> <li>▪ <b>require reminders</b> to work at their best and to take greater care over the work they produce;</li> <li>▪ <b>sometimes show resilience</b> but at times can give up when the work becomes more challenging.</li> </ul>   |
| 2<br>Cause for concern | <p><b>Effort 2 students:</b></p> <ul style="list-style-type: none"> <li>▪ <b>require lots of encouragement</b> to participate in lessons and despite this can still be reluctant;</li> <li>▪ <b>rarely work at their best</b> and as a result need frequent reminders to do so;</li> <li>▪ show <b>little care or pride</b> in the work they produce;</li> <li>▪ <b>too easily give up</b> when the work becomes increasingly challenging.</li> </ul>                              |
| 1<br>Unacceptable      | <p><b>Effort 1 students:</b></p> <ul style="list-style-type: none"> <li>▪ <b>rarely</b> attempt the work set;</li> <li>▪ demonstrate a <b>lack of self-motivation</b> to make progress;</li> <li>▪ produce work that is rushed and with <b>little care</b>;</li> <li>▪ <b>too easily give up</b> when presented with a new task.</li> </ul>  |

| HOMEWORK     |  |
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| ABOVE (A)    | <p><b>'Above' students:</b></p> <ul style="list-style-type: none"> <li>▪ hand in their homework on the set deadlines;</li> <li>▪ produce homework that regularly goes above and beyond the set task;</li> <li>▪ always complete homework with great care and take pride in the way it is presented;</li> <li>▪ proactively seek out support when they are unsure about any of the work set.</li> </ul> |
| EXPECTED (E) | <p><b>'Expected' students:</b></p> <ul style="list-style-type: none"> <li>▪ almost always complete their homework by the set deadline;</li> <li>▪ produce homework that is completed with care and is of an appropriate standard.</li> </ul>   |
| BELOW (B)    | <p><b>'Below' students:</b></p> <ul style="list-style-type: none"> <li>▪ frequently do not complete homework;</li> <li>▪ often hand in their homework beyond the initial set deadline, if at all;</li> <li>▪ produce homework that is often rushed and not to an appropriate standard.</li> </ul>  |

| BEHAVIOUR    |   |
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| ABOVE (A)    | <p><b>'Above' students:</b></p> <ul style="list-style-type: none"> <li>▪ behave impeccably;</li> <li>▪ are polite and considerate at all times;</li> <li>▪ are kind and supportive of others;</li> <li>▪ continuously model the expected behaviour without the need for any reminders.</li> </ul>                       |
| EXPECTED (E) | <p><b>'Expected' students:</b></p> <ul style="list-style-type: none"> <li>▪ behave appropriately;</li> <li>▪ are respectful to others;</li> <li>▪ respond to teacher requests;</li> <li>▪ behave in a manner that does not interrupt the learning of others.</li> </ul>   |
| BELOW (B)    | <p><b>'Below' students:</b></p> <ul style="list-style-type: none"> <li>▪ do not behave to the appropriate standard;</li> <li>▪ hinder not only their own learning but also that of others;</li> <li>▪ regularly require adult intervention (STEPS), resulting in the frequent recording of Behaviour Points.</li> </ul> |

| Learning Checkpoint:  |  |
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| This is based on the assessment criteria that have been developed for each subject.   | Teachers will select a single score from a scale of <b>1 to 9</b> . (Where grade 9 is the highest possible grade that can be awarded.) |
| Teachers will give an indication of the attainment that students are working towards. | These assessments will be reviewed regularly to help us celebrate student success or to highlight where improvements are necessary.    |