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| <p>Excelling</p> <ul style="list-style-type: none"> • Exemplary in all aspects. • Respectful behaviour <u>is always</u> demonstrated through courtesy, helpfulness and support of others. • Consistently takes responsibility for own learning and behaviour and is a role-model to others. • Resourcefulness is obviously conveyed through a genuine curiosity about learning and an ability to use learning resources independently and successfully. • Is always resilient in the quest for the best possible learning outcome, overcomes challenges and strives for the exceptional in everything. • Reflects on work and behaviour with or without adult input and wants to make improvements to be <u>even better</u> than PI. |
| <p>Performing</p> <ul style="list-style-type: none"> • Making expected progress. • Respectful behaviour towards people and property consistently demonstrated. • Takes responsibility for own learning and always completes classwork and homework to a high standard. • Independently uses learning resources to revise and support with meeting PIs. • Is resilient in grappling with difficulties in order to think deeply and find answers that ensure full potential is reached. • Reflects on work and makes improvements that ensure expected progress is made. |
| <p>Performing but not yet on target</p> <ul style="list-style-type: none"> • Performing but more can be done to reach targets. • Respectful behaviour towards people and property demonstrated. • Takes responsibility for own learning most of the time and usually completes classwork and homework, although, not always to the standard of which she/he is capable. • Can use resources independently for revision and deeper learning, but often needs prompting. • Needs to be more resilient in working independently and overcoming barriers or work that requires deeper thinking and full application of effort. • Reflects on work and usually improves work when directed by the teacher. |
| <p>Underperforming</p> <ul style="list-style-type: none"> • Concerns regarding progress. • Respectful behaviour towards people and property is not always demonstrated. • Does not take responsibility for own learning and relies on others for motivation. Does not always do homework or complete classwork to an acceptable standard, therefore, is not on target. • Does not willingly use resources to revise, support learning and is too reliant on the teacher. • Is not always resilient and gives up too easily. Needs to apply more effort in order to make progress in line with ability. • Needs encouraging to reflect on work and to make the necessary improvements. At times, has to redo unsatisfactory work because it does not reflect true potential. |
| <p>Serious Concerns</p> <ul style="list-style-type: none"> • Serious concerns regarding progress. • Is often disrespectful to adults, other pupils and the school. • Rarely takes responsibility for presentation or accuracy of work or for completing homework or attending regularly and on time. • Is not resourceful as does not bring correct equipment or revise or make use of the classroom resources to make progress; overly dependent on adults. • Does not show resilience as gives up and makes little or no effort leading to poor progress. • Reflection is weak leading to work not improving and remaining below PI. |