



	EXCELLENT	GOOD	BELOW STANDARD	POOR
RESPONSIBILITY FOR LEARNING	<p>You always have:</p> <ul style="list-style-type: none"> the required equipment, the right attitude, a thirst for learning, the desire to independently develop as a learner. <p>Your:</p> <ul style="list-style-type: none"> written feedback is consistently acted upon to the best of your ability, attitude to learning is one of reflection and self-development, willingness to provide academic support for others makes you a role model to your peers. 	<p>You usually have:</p> <ul style="list-style-type: none"> the required equipment, the right attitude, a thirst for learning, the desire to independently develop as a learner. <p>Your:</p> <ul style="list-style-type: none"> written feedback is usually acted upon to the best of your ability, attitude to learning is usually one of reflection and self-development, willingness to usually provide academic support for others makes you a role model to your peers. 	<p>You sometimes:</p> <ul style="list-style-type: none"> fail to bring your equipment, need prompting to focus your attitude, have to be prompted to engage with your learning, put in little effort to develop your independent learning. <p>Your:</p> <ul style="list-style-type: none"> written feedback is acted upon when prompted attitude to learning shows limited engagement in reflecting and improving without prompting, understanding of the expectations of you are apparent but you do not always aspire to meet them. 	<p>You rarely:</p> <ul style="list-style-type: none"> have the right equipment, have a positive attitude, engage with your learning, <p>Your:</p> <ul style="list-style-type: none"> written feedback is sometimes acted upon, with little interest in development, work shows little reflection and a limited desire to developing your subject skill set, even when prompted actions have a negative impact on your success and those around you.
BEHAVIOUR	<p>You are always:</p> <ul style="list-style-type: none"> eager to respond appropriately to questions in class, consistently able to ask pertinent questions that further develop learning, a student who takes pride in the presentation of their work, an active participant in group activities, a support to others, who takes a leading role in promoting learning, focused on your development as a learner, actively engaged with all tasks provided, an attentive listener to instructions which you follow at the first time of asking, a student who uses appropriate language to develop your learning, reinforce your self-respect and promote the respect of others. 	<p>You are usually:</p> <ul style="list-style-type: none"> eager to respond appropriately to questions in class, able to ask pertinent questions that further develop learning, a student who takes pride in the presentation of their work, an active participant in group activities, a support to others, who takes a leading role in promoting learning, focused on your development as a learner, actively engaged with all tasks provided, an attentive listener to instructions which you follow at the first time of asking, a student who uses appropriate language to develop your learning, reinforce your self-respect and promote the respect of others. 	<p>You occasionally:</p> <ul style="list-style-type: none"> attempt to answer questions when prompted, ask subject appropriate questions to develop your understanding, present your work neatly but do not follow all school policies for presentation, take a reluctant or prompted role in group work, distract your own and other's learning, are focused on your development as a learner when prompted, engage with the tasks you are interested in, listen when prompted and act on instructions when reinforced, use language that does not develop your learning fully and at times negatively impacts those around you. 	<p>You consistently:</p> <ul style="list-style-type: none"> avoid answering questions, or provide inappropriate responses to questions, ask 'off topic' questions which disrupt learning, present poor quality work with little or no care for presentation, show little interest in engaging with group work, even when prompted, impact negatively on the learning of others, restrict the development of your learning through a lack of engagement, fail to engage with tasks, losing focus on tasks too easily, drift off when listening to instructions, needing instructions repeating for you more than once, choose language which shows little respect for the learners around you.

*Please note that a best fit is applied to all grade descriptors

HOMWORK	<p>You <i>always</i>:</p> <ul style="list-style-type: none"> • Meet deadlines for the submission of homework, • Ensure that work completed at home is of the highest standards, • Proactively seek support in advance of the deadline when required, • Are proactive in your approach to independent revision, in addition to compulsory homework tasks, • Recognise the importance of reading regularly outside of lesson time. 	<p>You <i>usually</i>:</p> <ul style="list-style-type: none"> • Meet deadlines for the submission of homework, • Ensure that work completed at home is of the highest standards, • Proactively seek support in advance of the deadline when required, • Are proactive in your approach to independent revision, in addition to compulsory homework tasks, • Recognise the importance of reading regularly outside of lesson time. 	<p>You <i>sometimes</i>:</p> <ul style="list-style-type: none"> • Meet deadlines for the submission of homework, • Complete work at home of a high standard, but other times it may be rushed or incomplete, • Seek support in advance of the deadline when required, but this is not consistent, • Revise at home independently, but this is not consistent and requires regular prompting • Recognise the importance of reading outside of lesson time. 	<p>You <i>rarely</i>:</p> <ul style="list-style-type: none"> • Meet deadlines for the submission of homework, • Complete work at home of a high standard, • Seek support in advance of deadlines • Revise at home independently • Recognise the importance of reading outside of lesson time.
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