

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

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

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

Learning Checkpoint:	
This is based on the assessment criteria that have been developed for each subject.	Teachers will select a single score from a scale of 1 to 9 . (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.