

ENGAGEMENT CRITERIA

For Behaviour, Effort and Home learning

<u>Understanding the Engagement grades:</u>	1 is the highest grade a student can achieve for Effort, Home Learning and Behaviour. <i>A student with a 1 for effort, 1 for Home Learning and 1 for Behaviour is achieving the best possible engagement grades.</i> On the report, there will be a box which takes all the effort grades into account and produces an average effort grade across all subjects. The closer this average score is to a 1, the better the score is. This will be replicated for home learning and behaviour. Below your child's average engagement grades, there will be an average engagement grade for the whole of the year group. This will contextualise your child's effort, home learning or behaviour within their year group. E.g. Example 1: Student A receives an average effort grade of 1.33. The rest of their year group have an average effort grade of 1.86, therefore Student A has achieved a higher than average effort grade compared to the rest of their year group. Example 2: Student B receives an average Home Learning grade of 2.83. The rest of the year group has an average grade for Home Learning of 1.66. therefore, student B has received a lower than average home learning grade when compared to the rest of their year group.				
EFFORT Grade Descriptors	1	2	3	4	5
	Demonstrates a love of learning. Resilient and determined with challenging tasks. Always engages with feedback reflectively.	Always engages with learning. Happy to engage with challenging tasks but does not always persevere with them. Responds to feedback.	Engages with learning to complete work to the required standard. Has to be pushed to complete challenging tasks. Responds to feedback when directed.	Engages with learning on their own terms. Needs intervention to complete class work. Struggles to respond to feedback.	Minimal effort or engagement with the curriculum.
HOME LEARNING Grade Descriptors	Completes home learning to a high personal standard, consistently deploying independent learning skills. Meets deadlines.	Home learning is usually of high quality and shows some independent learning skills, but not always. Home learning is handed in on time	Home learning completed to an adequate standard. Some deadlines missed.	Home learning frequently appears rushed, or is not always completed, and is of poor quality, demonstrating limited independent learning skills. Deadlines frequently missed.	Does not complete home learning which has been set.
BEHAVIOUR Grade Descriptors	Actively contributes to a positive and productive learning environment. 'Goes out of their way' to be an upstander. Has excellent uniform.	Well-mannered and respectful. Participates positively in the spirit of whichever activity is taking place. Is smart, well-presented, and punctual.	Responds well to instructions, guidance and reminders from staff and peers. Can reflect and accept accountability if things go wrong. Needs reminders to adhere to the uniform code.	Is slow to redirect or change disruptive behaviours, favouring negotiation/dispute, rather than contrition when challenged by staff. Favours the 'social reward' of disruptive behaviour rather than helping to set a purposeful tone for learning. Infrequently adheres to the uniform code.	Resists or obstructs staff interventions when difficult situations need to be discussed and resolved. Regularly negatively impacts on the learning and / or wellbeing of others. Seems unable to accept accountability for poor behaviour or uniform.

In determining which grade to give a student, teachers have done so making reasonable adjustment for any diagnosis.