

ENGAGEMENT CRITERIA

Effort, Home Learning, Behaviour

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

	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>				
	1	2	3	4	5
EFFORT Grade descriptors	Demonstrates a love of learning. Resilient and determined with challenging tasks. Always engages with feedback reflectively. Recognises that mistakes are a valuable and essential part of the learning process	Always engages with learning. Happy to engage with challenging tasks but does not always persevere with them. Responds to feedback. Understands that mistakes help them learn and is usually willing to reflect on and improve their work.	Engages with learning to complete work to the required standard. Has to be pushed to complete challenging tasks. Accepts mistakes when supported and is beginning to use feedback to improve their learning.	Engages with learning on their own terms. Needs intervention to complete class work. Is sometimes reluctant to make or acknowledge mistakes and needs encouragement to learn from them and 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.	Home learning is usually of high quality and shows some independent learning skills, but not always.	Home learning completed to an adequate standard.	Home learning frequently appears rushed, or is not always completed, and is of poor quality, demonstrating limited independent learning skills.	Does not engage with home learning.
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.