

PROGRESS REPORT

EFFORT, BEHAVIOUR & PROGRESS GRADE DESCRIPTORS

Effort Grade Descriptors

4. Work shows no evidence of any real effort, time or thought. It is frequently unfinished, poorly presented and superficial. In class activities there is little attempt to join in and he/she is passive or disruptive and needs continual reminders to stay on task. The level of effort is unsatisfactory.
3. Although work is usually completed the level of effort is inconsistent. There is scope to improve either the presentation and/or depth and quality of work. In class activities he/she is usually attentive and willing to join in but at times can take time to settle down to work and may need reminders to stay on task.
2. Work is usually completed to the best of their ability. It is well presented and thorough and there is clear evidence of effort, thought and time. In class he/she is attentive, enthusiastic and participates in class activities. He/she works well in class, stays on task and completes work set. Levels of effort are therefore consistently good.
1. Work is always completed to the very best of their ability. It is well presented and thorough and there is clear evidence of effort, thought and time. He/she has produced some work displaying considerable effort going much further than would be expected. In class he/she is always attentive, enthusiastic and a frequent participant. Overall a pleasure to teach and should be commended for his/her efforts.

Behaviour & Attitude Descriptors

4. Behaviour disrupts the learning environment. C2L is frequently used. Behaviour has a negative impact on the learning of themselves and other students
3. Although behaviour can be good it is inconsistent which therefore requires occasional use of the C2L policy.
2. Consistently displays a positive attitude in lessons. Their good behaviours supports their effective learning.
1. Consistently displays exemplary behaviour and a positive and conscientious approach to learning. Has a positive approach to staff and other students

Progress Descriptors

Good Progress- the student is most likely to reach target based on work-rate, effort and behaviour.

Satisfactory progress – the student is in line to reach target if work-rate, effort and behaviour are maintained or improved.

Concern with progress – student is unlikely to reach target for a variety of factors, which could include work-rate, effort, behaviour OR other issues such as attendance. If there is a concern, staff are likely to already have made contact with home via a note or numbers used in the planner or by telephone or email as appropriate.