

Report / Monitoring Grade Descriptors

Grade	Effort	Behaviour for Learning
A	<input type="checkbox"/> Consistently puts in outstanding effort to achieve their best in all that they do in this subject both in class and at home <input type="checkbox"/> Positivity to lessons and learning is exemplary. <input type="checkbox"/> Incredibly resilient and works hard to overcome challenges <input type="checkbox"/> Ambitious , all opportunities to further own progress are seized	<input type="checkbox"/> Prosocial behaviour is always demonstrated and the SWAY is always adhered to <input type="checkbox"/> Kindness <input type="checkbox"/> Respect <input type="checkbox"/> Prepared
B	<input type="checkbox"/> Regularly works hard on tasks set in this subject both in class and at home. There are areas where changes could be made to further improve. <input type="checkbox"/> Approaches lessons and learning in a positive way <input type="checkbox"/> Shows some resilience most of the time, <input type="checkbox"/> Ambitious , most opportunities are taken to further their own progress	<input type="checkbox"/> Prosocial behaviour is regularly demonstrated and the SWAY is adhered to
C	<input type="checkbox"/> Sometimes shows good levels of effort but too often is prone to distraction, coasting , or accepting less than their full potential. Homework is intermittent. <input type="checkbox"/> Approach to lessons may be passive or occasionally disruptive . <input type="checkbox"/> Is occasionally resilient but too often gives up when faced with challenges <input type="checkbox"/> A lack of self-motivation means not as much progress is being made as possible.	<input type="checkbox"/> Prosocial behaviour is intermittent and the SWAY is not given enough attention.
D	<input type="checkbox"/> Most learning opportunities fail to produce their best work through a lack of application and effort significantly affecting potential performance. Homework is regularly not completed. <input type="checkbox"/> Attitude and engagement to lessons is having a significant impact on their own learning - and possibly that of others. <input type="checkbox"/> A lack of resilience impacts real academic progress. <input type="checkbox"/> Behaviours fail to demonstrate an ownership over their own progress and learning opportunities are regularly wasted.	<input type="checkbox"/> Prosocial behaviour is intermittent and the SWAY is not adhered to.