

**KS3/4 - Achievement Reporting Codes**

	1 <b>Highly Effective/ Independent</b>	2 <b>Effective and Active Student</b>	3 <b>Coasting</b>	4 <b>Reluctant</b>
<b>Attendance</b>	Is above 97%.	Is above 95%.	Is above 92%.	Is 90% or below.
<b>Effort</b>  How well do I work when directed?	Show high levels of resilience and never give up. Usually attempts tasks independently. Maintain rigorous pace and concentration throughout tasks; high levels of intrinsic motivation. Always volunteer to answer questions and offer a response to targeted questions; not afraid to take a risk/be wrong (view this as learning).	Persevere with tasks Can focus on the task and work independently Thrives on a challenge, but may seek acknowledgement/ reassurance from the teacher before continuing to work independently. Resourceful enough to use other learning tools in the classroom e.g. dictionary, thesaurus, prompt sheets, etc. Eager to get actively involved in class discussion/ask questions that aid progress. Likely to adopt 'give, give, ask questioning style.	Engage quickly with essential tasks or when the level of challenge is comfortable. Will attempt tasks with encouragement but lacks resilience/growth mind-set to complete independently? Will respond to questions when individually targeted by the teacher, but supplementary prompting may often be required to secure depth. Answers may sometimes lack clarity and detail; often content with 'just enough'. Rarely volunteer or willingly move outside of comfort zone.	Unable to work independently, without repeatedly seeking support/advice from either peers or staff. Will attempt essential tasks, but no desire or determination to push/challenge oneself further. Ask questions that are not relevant to learning. Struggle to engage in class discussion and even when questioned directly offer a vague and limited response Often necessary for the student to work alone to diminish disruption to learning of self and others. Lack of focus, rigour and self-motivation. Consequences pathway needed to remain on task.
<b>Quality of Homework.</b>  How well do I work independently?	Shows high levels of effort, the ability to problem solve and go over and above the basics. The student is able and willing to formulate their own questions to promote high levels of thinking. Always completes HW at an excellent standard	The work is consistently good or better and the student is obviously focussed on producing their best work. On occasions the work produced prompts high level thinking and further questioning. Always completes HW to an appropriate standard	The work produced is satisfactory and an appropriate standard for the individual student. Often content with producing work that is 'just about good enough'. Occasionally misses HW, or HW is not an appropriate standard.	An attempt is made to complete the work but the standard is limited and falls short of the level required for the individual student. OR no attempt is made to complete the Homework. Regularly misses HW, or HW is regularly not an appropriate standard
<b>Behaviour for learning.</b>  Am I ready to learn and excel?	Take on any role within the group, immediately engaging productively with peers. Make meaningful contributions that both challenge, support and empathise with others. Make informed choices and decisions through actively listening to others. Always fully equipped and punctual to lessons. Immaculate presentation of work; great care and pride is always evident. No BPs from a lesson	Work cooperatively with peers. Function equally effectively as group leader or as part of the team. Openly share opinion with relevant facts and knowledge. Actively engage and focus throughout tasks. Willing to exchange opinion, actively listen and respond.  Always fully equipped and punctual to lessons. Work is always well-presented; shows a pride in the depth and quality of work.  Very rarely gets BPs from a lesson	Listen but rarely contribute any ideas, facts or opinions. Can follow instructions but unable to lead a group. Engage in discussion, but do not question partner to challenge or extend learning. Requires prompts from the teacher to start or maintain discussion/conversation. Lacks focus and motivation. Generally fully equipped and punctual to lessons. The standard and presentation of work can be good, but application is inconsistent. Verbal warnings or BPs from a lesson are not uncommon.	Conversation/contributions are inappropriate to the subject/task. Unwilling to consider partner's ideas. Conversation often wanders from set task. Easily distracted, constant reminders needed to stay on task. Very little pride shown in care and presentation of work. Work often rushed. Often poorly equipped and occasionally late to lessons. Removals from lessons not uncommon.