

Engagement with Learning

MATHS



Exceptional

- Goes the 'extra mile' to demonstrate their desire to be successful in Maths
- Completes their homework every week and always reattempts questions where improvements can be made
- Has exemplary behaviour which widely contributes to a positive learning environment
- Works exceptionally well both independently and in groups, learning from more confident students and supporting those less advanced
- Proactively seeks challenge in every lesson
- Demonstrates high levels of resilience when faced with challenging problems
- Values mistakes in their work and sees these as an opportunity to deepen their understanding
- Responds exceptionally well to written, verbal and 'highlight only' feedback
- Makes a conscious effort to present their work to their highest standard



Confident

- Shows a desire to be successful in Maths
- Completes their homework every week and regularly reattempts questions where improvements can be made
- Has very good behaviour which contributes to a positive learning environment
- Works confidently, both independently and in groups
- Likes being challenged and demonstrates strong resilience when problem solving
- Is not afraid to make mistakes and sees them as an opportunity to improve
- Responds confidently to written, verbal and 'highlight only' feedback
- Attempts to present work to their highest standard



Progressing

- Completes their homework regularly and occasionally reattempts questions where improvements can be made
- Has good behaviour which adds to the positive learning environment
- Works well both independently and in groups
- Responds well to challenge and demonstrates resilience when problem solving
- Recognises that mistakes in maths are an important part of learning
- Acts on written, verbal and 'highlight only' feedback to make progress
- Thinks about the presentation of their work and tries to make improvements



Emerging

- Is not yet completing their homework regularly or to their full potential
- Can sometimes behave in a way that creates a barrier to their learning
- Is improving on how well they work both independently and in groups
- Is starting to respond more positively to challenge and developing resilience
- Is beginning to value the importance of making mistakes in maths
- Is developing their responses to written, verbal and 'highlight only' feedback
- Attempts to present their work to a standard they are happy with



Support Required

- Is not yet (or very rarely) completing their homework
- Often behaves in a way that creates a barrier to their learning and the learning of others
- Is not yet able to work effectively independently or in groups
- Is not yet showing resilience when challenged in their learning
- Currently sees mistakes in maths as a negative
- Has so far struggled to use teacher feedback to improve their understanding
- Gives little thought to the presentation of their work

Engagement with Learning

ENGLISH



Exceptional

- Goes the 'extra mile' to demonstrate their love of English
- Completes their homework every week to a very high standard
- Consistently completes wider reading of both fiction and non-fiction texts
- Has exemplary behaviour which widely contributes to a positive learning environment
- Works exceptionally well both independently and in groups, learning from peers and leading others
- Demonstrates high levels of resilience when faced with challenging tasks
- Proactively edits, redrafts and improves their work to the highest standard
- Uses a range of strategies to develop ambitious vocabulary in both written and verbal communication
- Responds exceptionally well to all verbal and written feedback
- Makes a conscious effort to present work to their highest standard



Confident

- Shows enjoyment and enthusiasm for English
- Completes their homework every week to a high standard
- Often completes wider reading of both fiction and non-fiction texts
- Has very good behaviour which widely contributes to a positive learning environment
- Works well independently, in groups and uses support effectively when applicable
- Demonstrates strong resilience when faced with challenging tasks
- Takes opportunities to edit, redraft and improve their work
- Uses strategies to develop varied vocabulary in both written and verbal communication
- Responds well to all verbal and written feedback
- Attempts to present work to their highest standard



Progressing

- Completes their homework regularly to a good standard
- Often completes wider reading
- Has good behaviour which widely contributes to a positive learning environment
- Works independently, in groups and uses support when applicable
- Usually demonstrates resilience when faced with challenging tasks
- Takes opportunities to edit, redraft and improve their work
- Attempts to vary their vocabulary in both written and verbal communication
- Responds well to most verbal and written feedback
- Attempts to present their work to a good standard



Emerging

- Is not yet completing their homework regularly or to their full potential
- Is not yet completing wider reading
- Can sometimes behave in a way that creates a barrier to their learning
- Attempts to work independently, in groups and with support when applicable
- At times shows some resilience when faced with challenging tasks
- Is developing an ability to edit, redraft and improve their work
- Responds to some verbal and written feedback
- Shows some signs of attempting to present their work at an acceptable standard



Support Required

- Is not yet (or very rarely) completing their homework or any reading outside of lessons
- Often behaves in a way that creates a barrier to their learning and the learning of others
- Shows an unwillingness to work independently, in groups or with support
- Does not demonstrate resilience when faced with challenging tasks
- Rarely edits, redrafts and improves their work
- Fails to respond positively to verbal and written feedback
- Makes little effort to present their work to an acceptable standard

Engagement with Learning

SCIENCE



Exceptional

- Demonstrates a passion and love for Science, with a deep understanding of how Science links to the world around them
- Goes the 'extra mile' to demonstrate their desire to be successful in Science
- Engages in a thoughtful and proactive way with practical work, working in a highly methodical and scientific manner
- Has exemplary behaviour which contributes to a positive learning environment
- Works exceptionally well both independently and in groups
- Proactively and consistently seeks to push the boundaries of their learning and demonstrates high levels of resilience when faced with challenging problems
- Responds exceptionally well to all feedback and is always keen to ask for help
- Displays a positive 'can do' approach and is both resilient and resourceful
- Makes a conscious effort to present their work to a high standard in every lesson
- Completes homework to a very high standard



Confident

- Shows enjoyment and enthusiasm for Science, with an understanding of how Science links to the world around them
- Engages with practical work in a confident manner, working in a methodical and scientific manner
- Has very good behaviour which contributes to a positive learning environment
- Works confidently, both independently and in groups
- Likes being challenged and demonstrates strong resilience
- Is not afraid to make mistakes and sees them as an opportunity to improve
- Responds confidently to written and verbal feedback
- Attempts to present their work to a highest standard
- Completes homework to a high standard



Progressing

- Displays a positive outlook on their learning in Science, with some knowledge of how Science links to the world around them.
- Engages with practical work with care and a thoughtful approach
- Has good behaviour which adds to the positive learning environment
- Works well both independently and in groups
- Responds well to challenge and demonstrates resilience when problem solving
- Recognises that mistakes in Science are an important part of learning
- Acts well on written, verbal and 'highlight only' feedback
- Attempts to present their work to a good standard
- Completes homework whenever it is set



Emerging

- Only intermittently displays a positive outlook towards Science
- Occasionally demonstrates a thoughtful approach to practical work
- Can sometimes behave in a way that creates a barrier to their learning
- Is improving on how well they work both independently and in groups, however tasks are often only completed when support is given
- Is starting to respond more positively to challenge and developing resilience
- Is developing their responses to written, verbal and 'highlight only' feedback
- Shows some signs of trying to present their work well
- Homework is not yet always completed on time



Support Required

- Often behaves in a way that creates a barrier to their learning and the learning of others
- Does not yet take opportunities to do practical work to learn and develop skills
- Is not yet able to work effectively independently or in groups, with tasks completed to a level that is below their potential
- Does not respond well to being challenged and is not yet showing resilience
- Has so far struggled to use written, verbal and 'highlight only' feedback to improve
- Makes very little effort to present their work well

Engagement with Learning

HISTORY



Exceptional

- Goes the 'extra mile' to demonstrate their love of History
- Completes their Google Classroom homework every week to a very high standard using independent resources to supplement own knowledge
- Has exemplary behaviour which widely contributes to a positive learning environment
- Works exceptionally well both independently and in groups, learning from more confident students and supporting those less advanced
- Proactively seeks to push the boundaries of their learning and demonstrates high levels of resilience when faced with challenging problems
- Produces excellent 'fix-it' corrections of Target Codes given by peers and teacher
- Responds exceptionally well to verbal feedback
- Makes a conscious effort to present their work to a high standard in every lesson
- Looks to extend knowledge with independent analysis of historical sources and varying viewpoints in history (online, historical texts)
- Demonstrates an exceptional awareness of the GCSE writing frames and ability to utilise them in extended writing

Confident

- Shows enjoyment and enthusiasm for History
- Completes their Google Classroom homework every week to a good standard, with some evidence that they have reattempted questions to improve this score
- Has very good behaviour which contributes to a positive learning environment
- Works confidently, both independently and in groups
- Likes being challenged and demonstrates strong resilience when questioning or asked to recall historical knowledge
- Is not afraid to make mistakes and sees these as opportunities to improve
- Responds confidently to verbal and 'fix it' feedback
- Attempts to present their work to a high standard

Progressing

- Completes their Google Classroom homework regularly and to a good standard
- Has good behaviour which adds to the positive learning environment
- Works well both independently and in groups
- Responds well to challenge and demonstrates resilience when asked to recall historical knowledge
- Recognises that mistakes in History are an important part of learning
- Acts well on verbal and 'fix it' feedback to progress their learning
- Attempts to present their work to a good standard

Emerging

- Is not yet completing their Google Classroom homework regularly to their full potential
- Can sometimes behave in a way that creates a barrier to their learning
- Is improving how well they work both independently and in groups
- Is starting to respond more positively to challenge and developing resilience in order to understand the importance of making mistakes
- Is developing their responses to verbal and 'fix it' feedback
- Shows some signs of trying to present their work well

Support Required

- Is not yet (or very rarely) completing their Google Classroom homework
- Often behaves in a way that creates a significant barrier to their learning
- Is not yet able to work effectively independently or in groups
- Does not respond well to being challenged and is not yet showing resilience towards learning
- Currently sees mistakes in History as a negative
- Has so far struggled to use verbal and 'fix it' feedback to improve
- Makes very little effort to present their work well

Engagement with Learning

GEOGRAPHY



Exceptional

- Goes the 'extra mile' to demonstrate their love of Geography
- Completes homework when set to a very high standard with extension and challenge tasks
- Has exemplary behaviour which widely contributes to a positive learning environment
- Works exceptionally well both independently and in groups
- Demonstrates high levels of resilience when faced with challenging tasks
- Acts on advice given in books to improve classwork to a high standard
- Responds exceptionally well to verbal feedback and improvement work in purple pen shows clear progress
- Makes a conscious effort to present their work to a high standard in every lesson
- Has a keen interest in current affairs and geographical news

Confident

- Shows enjoyment and enthusiasm in Geography
- Completes homework when set to a high standard
- Has very good behaviour which contributes to a positive learning environment
- Works with confidence both independently and in groups
- Demonstrates resilience when faced with challenging tasks
- Acts on advice given in books to improve classwork
- Responds very well to verbal feedback and improvement work in purple pen is done.
- Work is presented to a high standard in every lesson
- Has an interest in current affairs and geographical news

Progressing

- Shows enjoyment and enthusiasm in some topics in Geography
- Usually completes homework when set to a high standard
- Has good behaviour which contributes to a positive learning environment
- Works well independently and in groups
- Demonstrates resilience when faced with most challenging tasks
- Usually acts on advice given in books to improve classwork
- Usually responds very well to verbal feedback and improvement work in purple pen is usually done.
- Work is presented to a good standard in every lesson

Emerging

- Shows limited enjoyment and enthusiasm in some topics in Geography
- Is not regularly completing homework to a high standard
- Can sometimes behave in a way that creates a barrier to their learning
- Finds it challenging to work both independently and/or in groups
- Is beginning to show some resilience to some challenging tasks
- Is not regularly acting on advice given in books to improve classwork
- Is not regularly reacting very well to verbal feedback and improvement work in purple pen is rarely done.
- Work is usually presented to a good standard

Support Required

- Does not show enthusiasm for the subject
- Is not yet (or very rarely) completing their homework when set
- Often behaves in a way that creates a significant barrier to their learning
- Is not yet able to work effectively independently or in groups
- Does not respond well to being challenged and is not yet showing resilience
- Has so far struggled to use verbal feedback and subsequent purple pen feedback to improve their outcomes
- Makes very little effort to present their work well

Engagement with Learning

PE



Exceptional

- Shows exceptional enjoyment and enthusiasm for PE across all activities
- Goes above and beyond to take responsibility for the lesson equipment and activity
- Works confidently leading teams and aspects of the lesson
- Demonstrates exceptional levels of resilience and embraces any challenge
- Evaluates performance and can self correct to impact positively on performance and seeks guidance from others
- Is a positive sporting role model
- Completes homework and extension tasks with pride
- Can recognise the link between theory lessons and the impact on practical performance



Confident

- Shows enjoyment and enthusiasm for PE
- Has very good behaviour which contributes to a positive learning environment
- Works confidently both independently and in teams
- Likes being challenged and demonstrates strong resilience when faced with new tasks
- Is not afraid to make mistakes and sees these as opportunities to improve
- Responds confidently to coaching and verbal feedback
- Can give detailed feedback to team mates to improve performance
- Good at recognising their strengths and acting on their areas of development
- Is a positive sporting role model
- Starting to link theoretical concepts to practical performance



Progressing

- Shows enjoyment in all activities
- Beginning to show confidence across all activities
- Attempts challenging tasks and is building resilience
- Regularly performing at a level that matches their ability in lessons and developing learning through extra curricular provision
- Shows confidence when recognising their strengths
- Acts on feedback to improve performance



Emerging

- Shows enjoyment and beginning to feel confident in some activities.
- Completes simple tasks well and beginning to take on more challenging tasks.
- Sometimes performs at a level that matches ability
- Beginning to reflect on feedback to improve performance
- Inconsistent with homework completion



Support Required

- Inconsistent with correct kit and equipment
- In the future needs to develop resilience to maintain focus with tasks
- Not performing at a level that matches ability
- Must be open to feedback to support improvement
- Not completing homework

Engagement with Learning

MFL



Exceptional

- Proactively seeks out opportunities to further drive their own learning forward both in and out of the classroom
- Goes the 'extra mile' to demonstrate their love of language and different cultures
- Attempts to use the target language in the classroom whenever possible
- Has exemplary behaviour which widely contributes to a positive learning environment
- Works exceptionally well both independently and in groups, learning from more confident students and supporting others where necessary
- Proactively seeks to push the boundaries of their learning and demonstrates high levels of resilience when faced with challenging tasks
- Values and reflects on their mistakes sees these as an opportunity to deepen their learning
- Takes the initiative to use prior learning to improve creativity and originality in all work
- Responds exceptionally well to all feedback
- Presents their work to a very high standard



Confident

- Shows enjoyment and enthusiasm for languages
- Consistently completes all homework to a very high standard
- Has excellent behaviour which contributes to a positive learning environment
- Works confidently both independently and in groups
- Responds positively and demonstrates high levels of resilience when faced with challenging tasks
- Is not afraid to make mistakes and sees these as opportunities to improve
- Responds confidently and positively to all feedback
- Presents their work to a high standard
- Makes a conscious effort to present their work to a high standard in every lesson



Progressing

- Completes all homework on a weekly basis and to a good standard
- Has good behaviour which contributes to the positive learning environment
- Works well both independently and in groups
- Responds well to challenge and demonstrates resilience when faced with challenging tasks
- Recognises that mistakes in MFL are an important part of learning and reflects on how to improve them
- Responds well to all feedback and acts on this to progress their learning
- Attempts to present their work to a good standard



Emerging

- Is improving their attitude towards both group work and independent tasks
- Is starting to respond more positively to challenge and is developing resilience
- Is beginning to value the importance of making mistakes but may still view these as a negative
- Attempts to act on feedback positively and implements improvements in their work
- Attempts to present their work neatly
- May not yet complete all homework regularly or to their full potential
- May sometimes behave in a way that creates a barrier to their learning



Support Required

- Does not yet (or very rarely) completes all homework
- Often behaves in a way that creates a barrier to their learning and the learning of others
- Is not yet able to work effectively in groups or independently
- Does not respond well to challenging tasks and is not yet showing resilience
- Currently sees mistakes as a negative
- Has so far struggled to act on feedback to improve their work
- Makes very little effort to present their work well

Engagement with Learning

Creative Arts & Technology



Exceptional

- Goes the 'extra mile' to demonstrate their desire to be successful
- Has exemplary behaviour which widely contributes to a positive learning environment
- Works exceptionally well both independently and in groups, learning from more confident students and supporting those less advanced
- Proactively seeks to push the boundaries of their learning and demonstrates high levels of resilience when faced with challenging problems
- Values the mistakes they make and sees these as an opportunity to deepen their learning
- Responds exceptionally well to their teacher's feedback
- Makes a conscious effort to present themselves and their work to a high standard in every lesson
- Completes every homework to a very high standard



Confident

- Shows enjoyment and enthusiasm for their learning
- Has very good behaviour which contributes to a positive learning environment
- Works confidently both independently and in groups
- Likes being challenged and demonstrates strong resilience when faced with problems or challenges in their learning
- Is not afraid to make mistakes and sees these as opportunities to improve
- Responds confidently to their teacher's feedback
- Attempts to present themselves and their work to a high standard
- Completes their homework every week to a good standard



Progressing

- Has good behaviour which adds to the positive learning environment
- Works well both independently and in groups
- Responds well to challenge and demonstrates resilience when faced with problems or challenges in their learning
- Recognises that mistakes are an important part of learning
- Acts well when given teacher feedback
- Attempts to present their work to a good standard
- Completes their homework regularly and to a good standard



Emerging

- Can sometimes behave in a way that creates a barrier to their learning
- Is improving on how well they work both independently and in groups
- Is starting to respond more positively to challenge and developing resilience
- Is beginning to value the importance of making mistakes
- Is developing the ability to respond well to feedback
- Shows some signs of trying to present themselves and their work well
- Is not yet completing their homework regularly or to their full potential



Support Required

- Often behaves in a way that creates a significant barrier to their learning and the learning of others
- Is not yet able to work effectively independently or in groups
- Does not respond well to being challenged and is not yet showing resilience
- Currently sees mistakes as a negative
- Has so far struggled to use teacher feedback to improve
- Makes very little effort to present themselves and their work well
- Is not yet (or very rarely) completing their homework

Engagement with Learning

COMPUTING



Exceptional

- Goes the 'extra mile' to demonstrate their desire to be successful
- Has the ability to apply key programming techniques
- Applies key terminology accurately to all their work
- Has exemplary behaviour which widely contributes to a positive learning environment
- Is able to work independently and also as part of a team, learning from other, more confident students and supporting those less advanced
- Proactively seeks to push the boundaries of their learning and demonstrates high levels of iteration and resilience when faced with challenging problems
- Understands the value in the mistakes they make and sees these as an opportunity to deepen their learning
- Makes a conscious effort to present themselves and their work to a high standard in every lesson
- Completes every homework to a very high standard

Confident

- Shows a keen interest in the wider aspects of Computing
- Has enjoyment and enthusiasm for their learning
- Programming techniques are used in the correct context
- Has very good behaviour which contributes to a positive learning environment
- Works confidently both independently and in groups
- Likes being challenged and demonstrates resilience and shows the importance of iteration in their learning
- Learns from mistakes and sees these as opportunities to develop techniques
- Attempts to present themselves and their work to a high standard
- Completes their homework every week to a good standard

Progressing

- Has good behaviour which adds to the positive learning environment
- Can work well in groups and is developing own self confidence
- Responds to challenge/mistakes and can show resilience when faced with problems or challenges in their learning
- Acts on teacher feedback
- Attempts to present their work to a good standard
- Completes their homework regularly and to a good standard

Emerging

- Can sometimes behave in a way that creates a barrier to their learning
- Still dependant on others when they work in groups
- Is starting to respond more positively to challenge and developing resilience
- Beginning to value the importance of making mistakes
- Is developing the ability to respond well to feedback
- Shows some signs of trying to present themselves and their work well
- Is not yet completing their homework regularly or to their full potential

Support Required

- Is not yet able to work independently
- Needs to focus on their strengths and exam technique
- Currently sees mistakes made as a negative
- Revision of key terminology is imperative to understand concepts
- Has so far struggled to use teacher feedback to improve
- Makes very little effort to present themselves and their work well
- Is not yet (or very rarely) completing their homework

Engagement with Learning

BUSINESS



Exceptional

- Shows a consideration of real business activity/economics, actively interpreting and applying knowledge in lesson activities and coursework
- Goes the 'extra mile' to demonstrate their desire to be successful and fully participates in challenge projects
- Has exemplary behaviour which widely contributes to a positive learning environment
- Works exceptionally well both independently and in groups, learning from more confident students and supporting those less advanced
- Proactively seeks to push the boundaries of their learning and demonstrates high levels of resilience when faced with challenging problems
- Values the mistakes they make and sees these as opportunity to deepen learning
- Responds exceptionally well to their teacher's feedback
- Makes a conscious effort to present themselves and their work to a high standard in every lesson



Confident

- Shows an awareness of real business activity/economics, interprets and applies this knowledge in lesson activity and coursework
- Shows enjoyment and enthusiasm for their learning and fully participates in challenge projects
- Has very good behaviour which contributes to a positive learning environment
- Works confidently both independently and in groups
- Likes being challenged and demonstrates strong resilience when faced with problems or challenges in their learning
- Is not afraid to make mistakes and sees these as opportunities to improve
- Responds confidently to their teacher's feedback
- Attempts to present themselves and their work to a high standard



Progressing

- Has good behaviour which adds to the positive learning environment
- Makes links between current news and economics to business practice and lessons
- Works well both independently and in groups and participates in business challenge activities
- Responds well to challenge and demonstrates resilience when faced with problems or challenges in their learning
- Recognises that mistakes are an important part of learning
- Acts well when given teacher feedback
- Attempts to present their work to a good standard
- Questions tasks and challenges, to find links between news events and business activity



Emerging

- Shows some signs of trying to interpret business news and practice to lesson activity
- Can sometimes behave in a way that creates a barrier to their learning
- Is improving on how well they work both independently and in groups
- Is starting to respond more positively to challenge and developing resilience
- Is beginning to value the importance of making mistakes
- Is developing the ability to respond well to feedback
- Shows some signs of trying to present themselves and their work well
- Is not yet making links and application to business activity regularly or to their full potential



Support Required

- Often behaves in a way that creates a significant barrier to their learning and the learning of others
- Is not yet able to work effectively independently or in groups
- Does not respond well to being challenged and is not yet showing resilience
- Currently sees mistakes in as a negative
- Has so far struggled to use teacher feedback to improve
- Makes very little effort to present work beyond definitions and examples

Engagement with Learning

CLASS



Exceptional

- Is resourceful and enhances their and other students' learning through resources created in their own time
- Asks thought provoking questions and gives persuasive evaluative summaries
- Is proactive, creates ideas and has different ways of working
- Refers to case studies when reflecting on their work
- Displays positivity, determination and resilience even when the task is challenging
- Uses a wide range of vocabulary and key words in both written and spoken work
- Shows strong leadership skills within a team

Confident

- Always meets their potential in their written and verbal responses
- Works independently and within the team
- Shows desire to improve and make progress
- Is positive and confident in their approach towards their work whether it's written or verbal
- Works with an enthusiastic approach

Progressing

- Is generally positive about their learning
- Regularly inputs into the team with their thoughts and opinions
- Attempts challenging tasks and asks for support when needed
- Produces work in line with their prior attainment
- Is beginning to show confidence in their work
- Is developing their depth of Knowledge

Emerging

- Sometimes displays the positivity needed to be successful in their learning
- Completes tasks when support and guidance are given
- Is beginning to reflect on and respond to feedback given
- Notices and observes ideas
- Is able to express what surprised them
- Is beginning to contribute to teamwork

Support Required

- Is very rarely seen
- Is not positive about their learning
- Does not produce work that meets their potential
- Seldom reflects on or responds to feedback
- Rarely contributes to team work