

Behaviour for Learning Reporting Codes

	4 Highly Effective Interdependent Learner Flying	3 Effective Active Learner Rising	2 Passive Compliant Learner Coasting	1 Ineffective Learner Disturbing
Behaviour for learning Am I ready to learn and excel?	<ul style="list-style-type: none"> * Always fully equipped and punctual to lessons * Immaculate presentation of work; great care and pride is always evident * Always seek a challenge – constant desire to be the best 	<ul style="list-style-type: none"> * Always fully equipped and punctual to lessons * Work is always well presented - shows a pride in the depth and quality of work. * Individual expectations are always met. 	<ul style="list-style-type: none"> * Generally fully equipped and punctual to lessons * The standard and presentation of work can be good, but application is inconsistent. * Rule and reminder sometimes required, but student responds well when expectations are reinforced. 	<ul style="list-style-type: none"> * Often poorly equipped and occasionally late to lessons * Rule and reminder needed to work alone and focus on the task in hand. * Very little pride shown in care and presentation of work. Work often rushed. * Easily distracted, constant reminders needed to stay on task. Removals from lessons not uncommon
Classwork How well do I work independently?	<ul style="list-style-type: none"> * Show high levels of resilience and never give up * Always attempt tasks independently before asking for help * Maintain rigorous pace and concentration throughout tasks – high levels of intrinsic motivation * Ask questions that promote deep learning. * Always volunteer to answer questions and offer a response to targeted questions – not afraid to take a risk/be wrong (view this as learning) 	<ul style="list-style-type: none"> * 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 on excel tasks * Resourceful enough to use other learning tools in the classroom e.g. dictionary/thesaurus/prompt sheets/help walls etc * Eager to get actively involved in class discussion/ask questions that aid progress 	<ul style="list-style-type: none"> * Engage quickly with essential tasks, or when the level of challenge is comfortable. * Will attempt excel 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 	<ul style="list-style-type: none"> * Unable to work independently, without constantly 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.
Working with others How well do I work with others when doing paired or group work?	<ul style="list-style-type: none"> * Take on any role within the group, immediately engaging productively with peers * Take responsibility for organising the pair/group effectively, including when necessary, delegating tasks to maximise the speed of learning. * Make meaningful contributions that both challenge, support and empathise with others. * Make informed choices and decisions through actively listening to others. * Use extended sentences to formulate an objective answer justifying pros and cons or reasons for or against. 	<ul style="list-style-type: none"> * Work co-operatively 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 ((don’t wander from the topic). * Willing to exchange opinion, actively listen and respond. * Use extended sentences to justify final decisions and explain conclusions/choices. 	<ul style="list-style-type: none"> * Listen but rarely contribute any ideas, facts or opinions. * Can follow instructions but unable to lead a group. * Simple sentences are used to explain ideas. * Engage in discussion, but do not question partner to challenge or extend learning. * Require prompts from the teacher to start or maintain discussion/conversation. * Will only pose a question when specifically directed/asked to, or pose close questions that rely on recall 	<ul style="list-style-type: none"> * Easily distracted. * Need reminders to stay on task. * Conversation/contributions are inappropriate to the subject/task. * Refuse to work with or talk to a partner. * Unwilling to consider partner’s ideas. * Conversation often wanders from the set task * Adult presence is required to ensure the task is completed.
Responding to feedback STEP it up – how strong is my desire to improve?	<ul style="list-style-type: none"> * Respond enthusiastically to STEP targets - view the feedback/questions as a challenge rather than a task. * Always independently produce a detailed thorough response * Purple pen engagement work makes both immediate and sustainable improvements that are evident in future work * Always willing to take a risk in order to develop knowledge - not afraid to be wrong. 	<ul style="list-style-type: none"> * A detailed and precise response to STEP targets at the first time of asking. * Purple pen engagement work frequently demonstrates progress – next level always achieved * Will question own work/initial thoughts to extend learning. * Can explain how and why progress has been made 	<ul style="list-style-type: none"> * Engages with targets set and a response is always attempted * Answers may sometimes lack clarity and detail. * Respond to further feedback when prompted to do so. * Engagement generally demonstrates progress, but reminders often required to ensure progress is sustained. 	<ul style="list-style-type: none"> * Constant prompting and support required to encourage student to engage with STEP targets * Response is often ‘I don’t know’ or ‘I don’t get it’. * Engagement response lacks detail and effort. * Further prompts and additional time may be required to ensure purple pen responses are attempted.
Beyond the classroom How committed am I to homework tasks?	<ul style="list-style-type: none"> * Homework regularly meets aspirational excel targets. * Often independently go above and beyond set tasks to extend learning. * Creativity and innovation evident in response to tasks 	<ul style="list-style-type: none"> * Homework is always completed to a good standard – conscientious work ethic evident * Work demonstrates a clear independent understanding of concepts and builds upon classwork to help the student make progress 	<ul style="list-style-type: none"> * Homework is attempted the vast majority of the time although standard may be inconsistent * Generally to an essential standard. Good evidence of independent understanding within comfort zone * Needs pushing and encouraging to attempt more difficult tasks 	<ul style="list-style-type: none"> * Homework rarely attempted, or if attempted it is rushed and lacking in thought