

	Behaviour	Engagement	Home Learning
<b>A</b>	<p><b>Behaviour fully reflects and supports the ethos &amp; routines of the school and encourages others to do the same.</b></p> <p><b>Integrity:</b> Arrives early or on time Have presentation standards beyond those set by the department Start tasks without prompting <b>Teamwork:</b> Actively encourage class members to work together Always has all of the correct equipment Leaves in an appropriate manner</p>	<p>Listen actively</p> <p><b>Integrity:</b> Clarify misunderstandings as they occur – especially while the teaching is ongoing <b>Resilience:</b> Take risks by going beyond your understanding <b>Curiosity:</b> Ask probing questions that lead the class Always complete tasks and ask for extension work Reliably respond to teacher prompting, for example hands up, or to vote for an option</p>	<p><b>The student is fully cognisant of the link between progress and home learning.</b></p> <p>Home learning tasks are: <b>Curiosity:</b> Always completed on time and fully, but occasionally go above &amp; beyond expectations / abilities. The student may do independent research, for example. <b>Resilience:</b> Feedback is sought out and acted upon, and progress is enhanced as a result. Presentation is always exemplary. <b>Integrity:</b> The contact book is obviously used as an organiser and illustrates care.</p>
<b>B</b>	<p><b>Behaviour reflects and supports the ethos &amp; routines of the school.</b></p> <p><b>Integrity:</b> Arrives on time Have presentation standards as set by the department Start tasks upon prompting but can be trusted to work <b>Teamwork:</b> Ignore disruptions Always have enough equipment for the class Leaves in an appropriate manner</p>	<p>Listen silently</p> <p><b>Integrity:</b> Clarify misunderstandings as they occur <b>Resilience:</b> Sometimes take risks with your learning <b>Curiosity:</b> Answer questions constructively but not always voluntarily Interact when asked Complete the set tasks most of the time and occasionally move onto extension work</p>	<p>Home learning tasks are: Usually completed on time and fully, and to the best of the student's ability. <b>Resilience:</b> Feedback is noted and usually acted upon. Presentation follows department guidelines. <b>Integrity:</b> The contact book clearly shows home learning tasks written in.</p>
<b>C</b>	<p><b>Behaviour often reflects and supports the ethos &amp; routines of the school.</b></p> <p>Does not arrive last Mostly follows presentation guidelines with prompting Requires one or two prompts to start &amp; remain on task Can be disrupted but is not disruptive Usually has book &amp; pen Leaves in an appropriate manner</p>	<p>Is quiet when work is being explained Sometimes needs assistance when asked a direct question Needs checking on because often stops when stuck Does not take risks – unwilling to commit written response before it is checked Rarely completes set task but does some work</p>	<p>Home learning tasks are: Sometimes rushed, often completed to the best of the student's ability and usually on time. Feedback is noted but not often taken into account. Presentation often falls below/outside department guidelines. The contact book has tasks entered but this is only when prompted.</p>
<b>D</b>	<p><b>Actively short-circuits learning:</b> Is usually late Interrupts when work is being explained/class is being settled Is often off-task Rarely has equipment Parents have been contacted about concerns</p>	<p><b>Actively short-circuits learning:</b> Interrupts/distracts when work is being explained or class is being settled Does not work without supervision or intervention Requires special consideration in the seating plan for the class</p>	<p><b>The student does not see any link between progress and home learning,</b> and as a result: Home learning is rarely done independently or without warning. Feedback is difficult to offer because of a lack of content. The contact book is not used or seen as a source of help.</p>