

Attitude to Learning at Sherburn High School

		Descriptor
1	Exceptional	<ul style="list-style-type: none"> • Shows extremely high levels of effort at all times both within and outside the classroom and is consistently making more than expected progress. • Displays a consistently positive, conscientious and committed attitude to their studies. • Works independently and takes responsibility for their learning including independent use of success criteria and Wave 1/Wave 2 checking. • Tasks are always completed to the highest standard. • Responds to all feedback and can show and explain how this is leading to improvements in subsequent work. Highly effective use of DIRT time and target sheets. • All homework and independent tasks are completed to deadlines and they may go beyond what was expected (e.g. evidence of background reading, additional research, and high levels of creativity).
2	Good	<ul style="list-style-type: none"> • Considerable effort is shown and is likely to be making more than expected progress. • The expected standard of work is often exceeded • Success criteria and Wave 1/ Wave 2 checking are used effectively. • Independently seeks to reflect and improve work using feedback and DIRT time and demonstrates this through highlighting and annotating their work and use of target sheet. • All homework and independent tasks are completed to deadlines and are of a good standard.
3	Expected	<ul style="list-style-type: none"> • Always shows the effort required and is making expected progress • Completes work to the expected standard • Is able to work independently. • Displays a positive attitude to learning. • Always has the correct equipment. • Success criteria and Wave 1/Wave 2 checking are used routinely in all work. • Responds and reflects on feedback to improve work in DIRT time and target sheet is used routinely. • Independent tasks are completed to deadlines and are of the expected standard.
4	Improvement Needed	<ul style="list-style-type: none"> • Effort shown is below expectation; underachievement is likely as a result. • Work is not always completed on time or at the expected level. • Does not take full responsibility for their learning through use of success criteria and Wave 1/Wave 2 checking. • Does not use DIRT time or target sheet routinely to reflect on feedback. • May become inattentive and distract others at times. • Does not always have the correct equipment. • Curriculum area or whole school sanctions may have been used • A pattern is emerging in these areas and action by the department and/or the House Achievement Team may be taking place • There may be gaps in homework and independent tasks set and/or some tasks are submitted late.
5	Poor	<ul style="list-style-type: none"> • Effort shown is unacceptable resulting in them not making progress and being a cause for concern. • They often affect the progress of other students in the class. • Tasks are completed to a low standard or are frequently incomplete. • Fails to work independently and doesn't take responsibility for their learning through use of success criteria and Wave 1/Wave 2 checking. • Does not use feedback or target sheets to improve their work. • Unlikely to achieve their predicted grades. • Action is being taken by the department and/or the House Achievement Team. • There are significant number of homework pieces and independent tasks missing.