

# What would it be like if we were all . . .

## Curious

Engaged

Focussed

Inquisitive

Committed

## Collaborative

Kind

Able to listen well

Able to contribute

Able to show effort

Able to motivate others

## Reflective

Self-aware

Humble

Honest

Thoughtful

## Independent

Organised

Self-motivated

Self-disciplined

Mature

Reliable



We excel when  
we are

- Curious
- Collaborative
- Reflective
- Independent

# Grading at a glance



Score	Description
5	Remarkable attitude. Consistently above what you'd expect of a student at their age/stage.
4	Excellent attitude. Meets all standards expected and shows the ability to move beyond that on occasion. There are times when this student really impresses
3	Very good. Consistently demonstrates an attitude to learning that is of the expected level.
2	Inconsistent. Whilst capable of demonstrating good attitude in this area the student sometimes falls short of expectations
1	Concerning. Consistently falling short of basic expectations despite intervention from the teacher

# Curious

- 5 Demonstrates a consistent and deep curiosity for the subject as shown by extra curricular work and exploration beyond what is taught  
Will ask challenging and insightful questions on the subject that shows they are truly committed to a deep understanding  
100% focussed on every task set  
Is capable of managing the balance between asking questions that will deepen their understanding vs trying to showcase additional and potentially irrelevant knowledge
- 4 Effort is always very high  
Will offer thoughts and ask questions willingly and regularly as is appropriate (not dominating the teachers' time)  
Contributions in lessons have deep insight and on occasion will demonstrate extra-curricular work or exploration
- 3 Attentive and focussed  
Fully engaged in the lesson  
Willing to volunteer answers to questions  
Willing to ask relevant questions to develop understanding  
Will make genuine effort with every task
- 2 Can engage with encouragement but requires reminders and regular teacher focus to do so  
Unlikely to ask questions  
Unlikely to volunteer thoughts and opinions voluntarily  
Effort in tasks is variable and sometimes sub-par  
May disrupt others as a by-product of a lack of engagement and curiosity around the subject  
Lack of adequate work product from lessons
- 1 Disinterested and disengaged  
Clearly does not value the subject  
Can wilfully disrupt their learning and the learning of others  
Little to no contribution to lessons  
Little to no work achieved in lessons

# Collaborative

- 5
- Consistent ability to bring out the best in others – keeping them on task and motivated
  - Challenges poor behaviour in their peers and can facilitate a change in their behaviour
  - Manages any friction with diplomacy and can resolve all issues by mediating
  - Can support the improvement and development of their peers – even ones whose behaviours can be challenging
  - The balance between sharing and driving personal opinion and drawing out that of others is high on perfect
- 4
- Enthusiastic about group tasks regardless of who is in the group
  - Shows the ability at times to motivate and keep peers on task
  - Manages disagreements within the group with diplomacy and grace
  - Balances personal contributions with the drawing out of ideas and opinions from others
  - Shows empathy and compassion for the plight of others and the challenges they may be facing
  - Listens to others and helps them develop their ideas and articulations
  - Gives meaningful feedback to peers both positive and constructive, rather than negative
- 3
- Is willing to work with others and can operate in any group (not just with friends)
  - Will be inclusive by attempting to engage everyone in the task
  - Shows care for the well-being of others
  - Can both listen and contribute
  - Recognises where compromise is necessary
  - Challenges low level poor behaviour from peers such as minor disagreements or lack of focus/effort
  - Encourages and praises their peers
  - Willing to help others
- 2
- Is willing to work with others but can be reticent depending on if they approve of their group or if they like the task, or not
  - Can help others when directed to do so but unlikely to recognise the need to or care enough to support
  - Listening to others may require reminders from the teacher
  - Puts their needs/wants ahead of those around them
  - Likely to be a barrier to the success of the team through lack of engagement/listening/effort
  - Will disengage others at times
  - Struggles to offer constructive advice or praise their peers
- 1
- Shows a lack of will and interest in collaborative challenges
  - Likely to disengage or cause disruption to the team
  - Unlikely to listen to others
  - Often unwilling to help or support
  - Won't praise others and may be deliberately unkind or unhelpful to sabotage the team effort

# Reflective

- 5  
Self-assessment of performance is consistently accurate and articulately expressed  
Welcomes and indeed encourages feedback from both peers and teachers and can act on it  
Ability to give feedback is remarkable – well observed, considerately delivered and motivational  
Will ask insightful questions to deepen their understanding of the feedback given  
Resilience levels are high and even tough constructive feedback is taken with maturity and grace
- 4  
Listens well to advice given and can act on it effectively but may sometimes need support with tricky aspects.  
Always willing to engage in reflective conversations with peers and can sometimes effect change  
Asks good questions to develop understanding of their performance or ability, some of which are high level and insightful  
Can sometimes show a level of resilience that is above what you'd expect
- 3  
Willing to listen to the advice of both teachers AND peers  
Acts on feedback to improve (may not always be successful)  
Shows the ability to reflect on own performance with some accuracy and insight  
Willing to give feedback to others and does so in a constructive manner designed to help and support  
Has a solid understanding of their own strengths and weaknesses  
Shows some resilience when things go wrong or are found to be difficult  
Can be defensive or unwilling to listen to the advice and guidance from teachers and peers  
Struggles to act on feedback given
- 2  
Struggles with empathy or seeing the perspective of others  
Finds it hard to articulate reflections regarding own performance  
Finds it hard to recognise the negative impact they have on others and probably the positive impact as and when they occur  
Feedback given might be accurate but isn't constructive or designed to support  
Will give up quickly if tasks are challenging  
Possible delusions of grandeur or have an unjustified poor view of themselves
- 1  
Can refuse to engage in reflective activities  
Shows a lack of will to attempt to give feedback or show the humility to listen to advice given by others  
Unwilling to reflect on own performance  
Unaware of the negative impact they have on those around them and the classroom climate  
Significant disparity between actual ability/behaviours vs their own perceived ability/behaviours  
Significant lack of resilience

# Independent

- 5 Demonstrates a level of maturity that is beyond what is expected and rare for someone of their age  
As a learner they are fully independent in terms of approach to work and study skills  
Supremely organised  
High levels of work product generated consistently  
Highly trustworthy and reliable
- 4 All work completed to a high standard and on time  
Well organised and reliable regarding equipment  
Little to no supervision required to support students doing what is asked of them (they only come to you for help with technical subject issues)
- 3 Has correct equipment for the lesson  
Homework is completed and to a high standard (1 instance is enough to drop to a 2)  
Can work without close supervision and will stay on task  
Will make a concerted effort to do what is asked of them – may need a gentle nudge to stay on task from time to time
- 2 Struggles to remember books and equipment every lesson  
Homework can be absent on occasion or not done to the required standard  
Requires close supervision to stay on task and focussed  
May have some low level poor behaviour that they cannot manage without a teachers help (not listening/messing around) or very occasional behaviour that derails the lesson or causes safety concerns
- 1 Regularly lacking correct books and equipment for the lesson  
Homework is regularly absent or sub-par  
Struggles to work independently requiring regular intervention from the teacher  
Cannot manage own behaviour to the extent that they can derail the lesson or cause safety concerns