



## St Joseph's RC Academy - Code Information

Criteria 1: Attitude	
A	<ul style="list-style-type: none"> <li>A conscientious learner who wants to exceed their target grade.</li> <li>Very interested and highly engaged in learning and has the confidence and curiosity to raise questions that help to move learning forward.</li> <li>Very committed to learning and carries out a high level of independent research.</li> <li>A range of skills are developing at a consistently high level.</li> <li>Enjoys being challenged to go into more depth, and "stick at it" when learning gets harder.</li> </ul>
B	<ul style="list-style-type: none"> <li>A keen learner who wants to achieve and possibly exceed their target grade.</li> <li>Is mostly interested and engaged in learning and is developing the confidence to raise and answer questions to expand their thinking and learning.</li> <li>Good commitment to learning most of the time and carries out additional independent research.</li> <li>Is developing a range of skills to help move learning forward.</li> <li>Is quite good at "sticking at it" when learning gets harder.</li> </ul>
C	<ul style="list-style-type: none"> <li>Shows some enthusiasm for learning and is working towards the target grade.</li> <li>Interest and engagement in lessons is satisfactory and questions are answered in class and group work situations.</li> <li>Commitment is shown in some lessons and occasionally independent research is carried out.</li> <li>Is beginning to develop a range of skills to help learning.</li> <li>Sometimes finds it hard to "stick at it" when learning gets harder.</li> </ul>
D	<ul style="list-style-type: none"> <li>Not always enthusiastic about learning and this is affecting working towards their target grade.</li> <li>Interest and engagement in learning is not satisfactory and is inconsistent with questions in class answered only occasionally.</li> <li>Commitment to learning is inconsistent and the ability to work independently needs to improve.</li> <li>A basic level of skills has been developed.</li> <li>Finds it hard to "stick at it" when learning gets harder.</li> </ul>
E	<ul style="list-style-type: none"> <li>Not very enthusiastic about learning and this is having a noticeable impact on working towards their target grade.</li> <li>Interest and engagement in learning is unsatisfactory and questions in class are answered solely when prompted by the teacher, therefore time needs to be spent thinking about how to learn more effectively.</li> <li>A lack of commitment hinders learning at both an individual and whole class level, with no independent work carried out.</li> <li>Does not always pay attention in class and requires frequent reminders to remain on task due to their learning attitude.</li> <li>Rarely, if ever, "sticks at it" when learning gets harder.</li> </ul>

Criteria 2: Class work	
A	<ul style="list-style-type: none"> <li>Work is always completed to the best of their ability.</li> </ul>
B	<ul style="list-style-type: none"> <li>Work is mostly completed to the best of their ability.</li> </ul>
C	<ul style="list-style-type: none"> <li>Work is often satisfactory and there needs to be a greater amount of focus upon completing it to the best of their ability.</li> </ul>
D	<ul style="list-style-type: none"> <li>Work often has missing or incomplete parts as they are not completing it to the best of their ability and this needs to be addressed immediately.</li> </ul>
E	<ul style="list-style-type: none"> <li>Class work is often of an unsatisfactory standard with many incomplete or missing parts. This needs to be addressed and intervention or catch up work should be requested from the teacher.</li> </ul>

Criteria 3: Homework	
A	<ul style="list-style-type: none"> <li>Homework is always completed to the best of their ability.</li> <li>They are very organised with homework.</li> </ul>
B	<ul style="list-style-type: none"> <li>Homework is mostly completed to the best of their ability.</li> <li>They are organised with homework.</li> </ul>
C	<ul style="list-style-type: none"> <li>Homework is often satisfactory and they need to focus upon completing it to the best of their ability.</li> <li>They need to become more organised with homework as it is sometimes late.</li> </ul>
D	<ul style="list-style-type: none"> <li>Homework often has missing or incomplete parts as it is not completed to the best of their ability and this needs to be addressed immediately.</li> <li>Homework is disorganised and often late.</li> </ul>
E	<ul style="list-style-type: none"> <li>Homework is often of an unsatisfactory standard with many incomplete or missing parts. This needs to be addressed immediately and intervention or catch up work should be requested from the teacher.</li> <li>Homework is very disorganised and very often late.</li> </ul>