



WOODHOUSE GROVE SCHOOL

During Year 7, you will receive four reports in total. The first one is an interim report in which feedback is provided on your child's attitude to learning. The other three consist of two written reports and one further interim report. These track the progress of the students by comparing their achievement with their academic potential as identified by baseline testing. You will receive more information about this in December when the first written report is published.

Attitude to Learning Grade Descriptors – Woodhouse Grove School

Teachers should make professional judgements based on best fit rather than perfect fit.

Exceeding Expectations

- Actively participates in the lesson at all times and is fully engaged;
- Actively seeks feedback on how to improve the quality of their work;
- Shows great resilience, and perseveres with all challenges, even when they are difficult;
- Manages their time and work efficiently, and is highly self-disciplined;
- Uses their initiative in a range of situations, and doesn't always have to be told what to do;
- Consistently makes an excellent level of effort, working above and beyond expectations.

Meeting Expectations

- Shows a good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows resilience, and is willing to persevere when things are difficult;
- Takes responsibility for their work, and is well organised;
- Willingly does all that is asked of them, and sometimes more;
- Consistently makes a good level of effort.

Below Expectations –

- Often participates in lessons, but occasionally lacks focus;
- Makes a limited effort to improve their work after feedback;
- Shows some resilience, but might give up when things get difficult;
- Does the minimum that is asked of them, but not much more;
- Might make a good level of effort in some lessons, but this is not consistent.

Significant Concerns

- Makes little effort to be involved in the lesson, and may disrupt the learning of others instead;
- Fails to act on feedback provided and, as a result, may not make much progress;
- Is not interested in being challenged, and will give up without really trying;
- Spends an inadequate amount of time on tasks and takes little pride in their work;
- Takes little or no responsibility for their own learning or behaviour.