

Junior 1 & Junior 2 Grade Descriptors Learning Behaviours



Category	Grade	Descriptor
Participation in lessons	Excellent	<ul style="list-style-type: none"> The pupil explores learning by continually contributing to lessons through attentive listening, effectively communicating ideas and asking pertinent questions to deepen knowledge and skills base. In discussions, activities and / or assessment feedback, comments to peers are tactful, thorough, specific and provide new perspective or insight. Without fail, the pupil responds to tasks and activities with enthusiasm and a positive growth mindset.
	Good	<ul style="list-style-type: none"> The pupil almost always explores learning by often contributing to lessons through listening, communicating ideas and asking questions to move their learning forward or qualify understanding. In discussions, activities and / or assessment feedback, comments to peers are tactful, specific and helpful. The pupil responds to most tasks and activities with enthusiasm and a willing 'have a go' attitude.
	Developing	<ul style="list-style-type: none"> The pupil sometimes contributes to lessons by listening and / or communicating ideas, although sometimes, only when directly approached by an adult. In discussions, activities and / or assessment feedback, comments to peers may be limited or lacking focus. The pupil sometimes responds to activities and tasks enthusiastically but is selective in what is completed and can be passive, possibly within a fixed mindset.
	Unsatisfactory	<ul style="list-style-type: none"> The pupil rarely contributes to lessons, showing unrefined listening and / or communication skills or contributes unconstructively. Even with adult encouragement, participation is limited. In discussions, activities and / or assessment feedback, comments to peers are missing, unhelpful or irrelevant. The pupil is highly selective in what he / she is willing to complete and struggles to work within the parameters set by the adult leading the lesson.
Diligence	Excellent	<ul style="list-style-type: none"> The pupil is a role model to others, where learning behaviours and attitudes are always exemplary. Without fail, the pupil is focused, industrious and engaged in learning at every level.
	Good	<ul style="list-style-type: none"> The pupil almost always demonstrates good learning behaviours and attitudes. More often than not, the pupil is focused, industrious and engaged with aspects of learning.
	Developing	<ul style="list-style-type: none"> Behaviour may have good aspects, but on occasion the pupil's behaviour distracts either self or others from the best learning. The pupil often takes times to settle and focus, on too many occasions resulting in lesser output than expected. Adult intervention or comment is required.
	Unsatisfactory	<ul style="list-style-type: none"> The pupil's behaviour is, repeatedly, a cause for concern having great impact on self and / or others. The pupil fails to optimise learning opportunities and repeatedly takes time to settle or focus for a period of time. Output is significantly lower than expected. Adult intervention or comment is required in almost every lesson.

Presentation	Excellent	<ul style="list-style-type: none"> The pupil always presents work in line with, or above, school expectations and guidelines for written activities, showing the date and learning objective. The pupil always presents work neatly and coherently making effective choices with regard to layout, as appropriate to age, ability and within subject parameters (including cross curricular expectations of English using capital letters and punctuation). The pupil always presents work using the agreed handwriting scheme, notably across all areas of the curriculum.
	Good	<ul style="list-style-type: none"> The pupil almost always presents work in line with school expectations and guidelines for written activities, showing the date and learning objective. The pupil generally presents work neatly and coherently making good choices with regard to layout, as appropriate to age, ability and within subject parameters (including cross curricular expectations of English using capital letters and punctuation). The pupil works hard to use the agreed handwriting scheme across all areas of the curriculum.
	Developing	<ul style="list-style-type: none"> The pupil sometimes presents work in line with school expectations and guidelines for written activities. The pupil finds it challenging to present work neatly and coherently as appropriate to age, ability and / or within subject parameters (including cross curricular expectations of English using capital letters and punctuation). The pupil's handwriting is developing.
	Unsatisfactory	<ul style="list-style-type: none"> The pupil presents work with limited care, often untidy, and fails to respond to encouragement and requests to improve presentation over time.
Organisation	Excellent	<ul style="list-style-type: none"> The pupil is always correctly equipped, be it a classroom based or practical lesson. Where required, preparatory work for the lesson (or follow up work from the previous lesson) is undertaken and brought to the lesson, demonstrating a high level of self-organisation. At the end of the lesson the pupil always clears away quickly and efficiently, returning borrowed equipment or resources, taking responsibility to remove his / her own equipment / homework tasks independently. Work is always named.
	Good	<ul style="list-style-type: none"> The pupil has the correct equipment for the majority of lessons, be they classroom based or practical. Where required, preparatory work for the lesson (or follow up work from the previous lesson) is undertaken and normally brought to the lesson, demonstrating good self-organisation. At the end of the lesson the pupil generally clears away quickly and efficiently, returning borrowed equipment or resources, normally taking responsibility to remove his / her own equipment / homework tasks independently. Work is normally named.
	Developing	<ul style="list-style-type: none"> The pupil may not always have equipment readily to hand. Although preparatory or follow work is sometimes completed it is not presented in time for the lesson. Levels of self-organisation are inconsistent. At the end of the lesson, the pupil often allows others to clear away, and / or struggles to take responsibility for his / her own equipment. Work is sometimes not named.
	Unsatisfactory	<ul style="list-style-type: none"> The pupil is rarely prepared for lessons, with limited or no preparation, follow up work and / or equipment. At the end of the lesson, the pupil leaves others to clear way, and / or fails to take responsibility for his / her own equipment. Work is sometimes not named.